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ABSTRACT

The status of women at Duquesne University was examined with the use of questionnaires, testimony volunteered by individuals, interviews with administrative officers, affective attitudes expressed informally, and data obtained from the heads of various departments. Results indicated: (1) Women, whether faculty or staff, uniformly receive less pay than their male counterparts. (2) Women are underrepresented in administrative and policy-making positions in proportion to their numbers among the faculty and staff. (3) A disproportionate minority of women hold the rank of associate professor of full professor. (4) Women are underrepresented in the faculty in relation to number of women in the student body. (5) Students disclosed the existence of an anti-feminine bias in the classroom. (6) An anti-feminine bias exists with regard to women faculty and staff. (7) Representation of women on decision-making committees is either non-existent or merely token with no relation to the proportion of women found in the University at all levels. (8) Women are inequitably represented on the Board of Trustees. (9) Women constitute an insignificant number of all recipients of honorary degrees. (10) Support staff for women in administrative and/or supervisory positions is not as generous as that of men holding comparable positions. (Author/MJM)

ED 083900

REPORT

ON THE

STATUS OF WOMEN

AT

DUQUESNE UNIVERSITY

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THE STATUS OF WOMEN AT DUQUESNE UNIVERSITY

Report of the University Ad Hoc Committee on
the Status of Women at Duquesne University.

If a test of civilization can be sought, none can be so sure as the condition of that half of society over which the other half has power, from the exercise of the right of the strongest. Tried by this test, the American civilization appears to be of a lower order than might have been expected from other symptoms of its social state. The Americans have, in the treatment of women, fallen below their own democratic principles . . . . The unconsciousness of both parties as to the injustices suffered by women at the hands of those who hold power is a sufficient proof of the low degree of civilization in this important particular . . . . While woman's intellect is confined . . . her weakness encouraged and her strength punished, she is told that her lot is cast in the paradise of women . . . . The mischief lies in the system by which women are depressed.[1]

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[1] H. Martineau, Society in America, (London; 1837), II "Woman".

INTRODUCTION

At its meeting on September 23, 1971, the Administrative Council directed administrative heads of all areas to designate their representative on a committee to review the situation of women at the University. Names of said representatives were to be sent to Dr. Geza Grosschmid, Academic Vice President.

On October 28, 1971, the Committee met for the first time. Dr. Grosschmid repeated the charge of the Administrative Council, and directed the Committee to look into the status of women in all areas and at all levels in the University. He indicated that Dr. Francesca Colecchia would serve as Chairperson. Since it had received no specific identification other than its status as a University Ad Hoc Committee, the Committee agreed to call itself the "University Ad Hoc Committee on the Status of Women at Duquesne University."

In addition to the determination of routine procedural matters, at this first meeting, the Committee agreed to certain fundamental working principles: 1. Though the Committee would hear testimony proffered by concerned members of the University family, it would not assume an adversary position. 2. All matters considered by the Committee would be kept in complete confidence. 3. In its concern with fulfilling its responsibility in the most thorough and objective manner possible, the Committee elected to review all areas of the University in which women were involved, be they faculty, students, or staff. The Chairperson indicated that, in the event of any irreconcilable difference of opinion on the final report, she would allow a statement of dissent to be attached to said report by the party or parties concerned.

RESEARCH PROCEDURES

Before determining the specific method it would follow to obtain data necessary for its study, the Committee reviewed several reports on the status of women already completed at other institutions of higher learning, as well as the statement of the American Association of University Women (hereafter referred to as AAUW), entitled "Standards of Women in Higher Education." Only after careful scrutiny of these reports and frank consideration of the situation at Duquesne did the Committee arrive at a plan.

The procedure chosen was multi-faceted and involved the following:

1. Specific written requests for data directed to the heads of various sections, i.e., Student Government Association (hereafter referred to as SGA), Deans, Registrar, etc.
2. Full Committee interviews with administrative officers in several areas. These included: Financial Aid, Housing, Admissions, Personnel Services, Academic Advisement, Personal Counselling, Student Services and Placement.
3. A student coffee hour held for undergraduate women in an effort to ascertain affective attitudes that would not be revealed in responses to the questionnaire. Though there was a request for an additional coffee hour, a combination of circumstances made it impossible to schedule it.
4. Additional testimony volunteered by individuals in addition to that given on the questionnaires.
5. Individual questionnaires were sent to: Women Faculty, Women Staff, Alumnae, Undergraduate Women, Graduate Women, and Administrators. A 100% sampling was taken of Women

Faculty, Women Staff, and Administrators. A 15% sampling was taken of the other three groups.

In the case of Undergraduate Women, with the cooperation of the academic deans concerned, questionnaires were distributed by members of Cwens and Sigma Lambda Delta, both national honorary service sororities on campus, in selected classes from eleven to twelve o'clock on Monday, January 31, 1972. The exact number of women students in these classes was ascertained and provision made to account for absentees. Alternate classes were designated in the event unexpected circumstances made it impossible to survey the class originally selected. Questionnaires addressed to Faculty, Staff, and Administrators were distributed by inter-office mail. Those directed to Alumnae and Graduate students were sent through the United States Postal Service. A return envelope (unstamped) accompanied all mailed questionnaires.

In the areas of Faculty, Staff, and Administrators, the Committee relied on existing mailing lists. Any oversight brought to the attention of the Committee was remedied. Names of Graduate Women and Alumnae (1966-70) to receive questionnaires were randomly selected by computer.

QUESTIONNAIRES DISTRIBUTED AND RETURNED[1]

Group	Sent	Returned	%
Undergraduates	315	274	86%
Graduate Women	180	67 (69)	37.2% (38.3%)
Women Faculty	82	62 (64)	75.6% (78%)
Women Staff	314	144	46%
Alumnae	500	106	21%
Administrators	45	19	42%

[1] Many questionnaires arrived well after the date requested. Though the Committee waited two weeks beyond the return date before delivering the questionnaires to the Systems Center for processing, a number came in even later. Figures in parentheses indicate those questionnaires received too late for processing, and do not appear on the print-outs.

HISTORY

On October 1, 1878, Pittsburgh Catholic College of the Holy Ghost, now known as Duquesne University, opened its doors for the first time. Its stated purpose was " . . . to provide an education for the Roman Catholic population of Pittsburgh and Allegheny County."[2] The original faculty consisted of five priests; the first class, of young men only.

In spite of the fact that women were not admitted to the academic offerings of the entire University until 1915, some thirty-seven years later, Sister Fides Shepperson, R.S.M., the first woman graduate of Duquesne, received her B.A. in 1911, and her M.A. in 1913. Interestingly enough, prior to 1915, though undergraduate classes were limited to male students, women were allowed in the schools of Law, Business, and Drama. Not until 1927 did the Duquesne University coed gain admission to the main campus on the Bluff. Between 1915 and 1927, she pursued her studies at downtown and extension centers.

As the years passed, more and more women appeared on the campus. In 1915, Margaret Hall, a graduate of Bryn Mawr, taught a summer course in Chemistry for women in industry, thus becoming the first woman to teach at the University. In September of that year, Mrs. Joseph Corriols joined the faculty of the Modern Language Department and became the first, full-time woman member of the faculty. The University formally acknowledged the presence of women in its midst and recognized their unique needs when it created the position of Dean of Women in September of 1928, appointing

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2 William James Clees, "Duquesne University - Its Years of Struggle, Sacrifice and Service." Dissertation, University of Pittsburgh, 1970. p. 9.

Gertrude Maria Blanchard as its first Dean of Women.[3] Nonetheless, women still suffered the pressure of male discrimination. History has it that Father Martin Hehir, fourth president of the University, ruled that the access of women students to Canevin Hall be limited to " . . . their own entrance on the south side of the building."[4]

In reviewing the position and role of women at Duquesne during the ensuing years, one wonders if the "Women Not Permitted" sign has ever been removed. Though women constitute 27% of the faculty, 39% of the total student body, and 54% of the staff, their representation at administrative and policy-making levels would not appear to correspond even minimally to their numbers in the ranks. For example:

1. No one of the fifteen department chairmanships in the College of Arts and Sciences is currently occupied by a woman. The recent policy of electing department chairmen does not hold the promise it would appear to hold since the majority of departments are male-dominated, either in sheer numbers or, in the weight of influence and power since the majority of the senior professorships are held by men.
2. Though women have enjoyed full access to the entire University for nearly fifty years, no woman holds, or to our knowledge has ever held, a position higher than

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[3] It should be noted that Miss Blanchard held a dual appointment -- Dean of Women and University Librarian. In 1934, she resigned the Deanship to devote her energies to the Library.

[4] William James Clees, op. cit. p. 54.

that of dean. One should add that with the exception of Madeline Skelly Faust who in 1936 became Dean of the School of Drama, and Miss Theresa V. E. Dempsey who became Acting Dean of the School of Music in the same year, until 1970 the only woman academic dean was the Dean of the School of Nursing. In 1970, the School of Education, with a traditionally heavy enrollment of women, elected its first woman dean.

3. At present, only two women sit ex officio on the Board of Trustees.
4. Where they appear at all, women appear in a disproportionate minority on major committees.

The AAUW study on the contemporary academic woman, "Campus 1970: Where Do Women Stand?" points out that " . . . women do not have equal status with men in academe. At every level - student body, administration, faculty and trustees - women are under-represented or placed in positions with little power in decision-making."[5] A purely cursory glance at the condition of women at Duquesne University would suggest that the University is not an exception to the national norm.

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[5] Ruth M. Oltman, "Campus 1970: Where Do Women Stand?". AAUW, Washington, D. C. 1970. p. 24.

FACULTY WOMEN

In attempting to obtain statistical data on the situation of women faculty as compared with that of men faculty members at Duquesne University, the Committee noted a lack of readily available resource persons or material early in the preparation of its study. Data gathering was realized mostly through time-consuming individual effort with little data available at each resource point throughout the University. Certain discrepancies between suppliers of data were noted so that the final tabulations presented are to be taken as not absolute, but at best relative until more accurate and sophisticated means of obtaining such information can be ascertained.

The information sought was the number of women faculty by school, rank, degree, time in rank and salary -- all in comparison with men faculty. The situation of full-time versus part-time was also an objective of the data gathering process.[1]

Table I presents the classification of faculty by rank, degree, and sex. Notable from the table is the dearth of women in all schools except the School of Nursing. Secondly, of the 4 women professors tabulated, 3 hold doctorates and the other a Master's.[2, 3] Of the 35 female assistant professors, 9 have doctorates and of the 11 associate professors, 7 also possess the doctorate.

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[1] The Committee would note that it presented a written request for this information on November 29, 1971. At no time was it advised that the requested information was restricted or unavailable to the Committee.

[2] It would appear that University statistics do not include the women deans who also hold the rank of professor.

[3] The degree in question, though a Master's, is a terminal degree for the discipline in question.

University statistics show that women outnumber men 18 to 16 at the instructor level, while at the other end of the scale men professors outnumber women 68 to 4.

Time in rank could not be ascertained from available records except in one instance where a special investigation, which uncovered a serious inequity, was requested. In one school it was found that, among those holding the same rank, a $5,900 difference in salary existed between a woman and the highest salaried man of the same rank. The woman faculty member had served longer than anyone in that rank and received the lowest of all the salaries compared. Even a difference in earned degrees between the individuals involved cannot explain the gulf in the compensation received. Since Duquesne University is a small institution with a relatively small faculty, public detailing of such an investigation would serve only to identify the school and the individuals involved.

The responsibility for this and similar problems may be placed on many shoulders. The inequities may result from outright discrimination, laxity in the implementation of policy or sheer oversight. One explanation offered in the case in question was that increments do not equalize the salaries between persons hired in the 1930's or 1940's as compared with those of persons hired in the 1970's. Starting salaries became the victim of inflation. Those already on the faculty who chose not to join other institutions were penalized in some schools by not having their salaries adjusted in proportion to those of newer faculty. It would seem that a prime move on the part of the University at this time would be to identify such individuals who have given dedicated service over many years and adjust

TABLE I

DUQUESNE UNIVERSITY
CLASSIFICATION OF FACULTY BY RANK, DEGREE AND SEX 1971-1972

	DOCTORATE				MASTERS				L.L.B. or J.D.				BACHELORS				NO DEGREE				TOTAL	
	Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		Male	Female
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
College of Arts & Sciences																						
Professor	39	89.7	2	100.0	5	10.3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	44	2
Associate	21	80.0	6	100.0	5	20.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	26	6
Assistant	19	50.0	9	56.0	19	50.0	7	44.0	-	-	-	-	-	-	-	-	-	-	-	-	38	16
Instructor	-	-	-	-	12	100.0	6	100.0	-	-	-	-	-	-	-	-	-	-	-	-	12	6
Business and Administration																						
Professor	5	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5	-
Associate	15	75.0	1	100.0	5	25.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	20	1
Assistant	3	25.0	-	-	7	58.3	-	-	-	-	-	-	2	16.7	-	-	-	-	-	-	12	-
Instructor	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Education																						
Professor	2	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	-
Associate	3	100.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	-
Assistant	8	69.2	-	-	4	30.8	3	100.0	-	-	-	-	-	-	-	-	-	-	-	-	12	3
Instructor	-	-	-	-	1	100.0	1	100.0	-	-	-	-	-	-	-	-	-	-	-	-	1	1
Music																						
Professor	1	20.0	-	-	3	60.0	1	100.0	-	-	-	-	-	-	-	-	1	20.0	-	-	5	1
Associate	1	12.5	-	-	6	75.0	1	100.0	-	-	-	-	-	-	-	-	1	12.5	-	-	8	1
Assistant	1	20.0	-	-	2	40.0	-	-	-	-	-	-	2	40.0	1	100.0	-	-	-	-	5	1
Instructor	-	-	-	-	1	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-
Nursing																						
Professor	-	-	1	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1
Associate	-	-	-	-	-	-	3	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	3
Assistant	-	-	-	-	-	-	2	12.5	-	-	-	-	-	-	12	37.5	-	-	-	-	-	14
Instructor	-	-	-	-	-	-	7	63.6	-	-	-	-	-	-	4	36.4	-	-	-	-	-	11

August 3, 1972

TABLE I

DUQUESNE UNIVERSITY
CLASSIFICATION OF FACULTY BY RANK, DEGREE AND SEX 1971-1972

	DOCTORATE				MASTERS				L.L.B. or J.D.				BACHELORS				NO DEGREE				TOTAL	
	Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		Male	Female
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
Pharmacy																						
Professor	5	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5	-
Associate	2	66.7	-	-	1	33.3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	-
Assistant	1	100.0	-	-	-	-	1	100.0	-	-	-	-	-	-	-	-	-	-	-	-	1	1
Instructor	-	-	-	-	-	-	-	-	-	-	-	-	1	100.0	-	-	-	-	-	-	1	-
Law																						
Professor	-	-	-	-	1	16.7	-	-	5	83.3	-	-	-	-	-	-	-	-	-	-	6	-
Associate	-	-	-	-	-	-	-	-	2	100.0	-	-	-	-	-	-	-	-	-	-	2	-
Assistant	-	-	-	-	1	33.3	-	-	2	66.7	-	-	-	-	-	-	-	-	-	-	3	-
Instructor	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
African Institute																						
Professor	1	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-
Associate	1	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-
Assistant	1	50.0	-	-	1	50.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructor	-	-	-	-	1	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	-
TOTAL UNIVERSITY																						
Professor	53	77.9	3	75.0	9	13.2	1	25.0	5	7.4	-	-	-	-	-	-	1	1.5	-	-	68	4
Associate	43	68.2	7	63.6	17	27.0	4	36.4	2	3.2	-	-	-	-	-	-	1	1.6	-	-	63	11
Assistant	33	45.2	9	25.8	34	46.6	13	37.1	2	2.7	-	-	4	5.5	13	37.1	-	-	-	-	73	35
Instructor	-	-	-	-	15	93.8	14	77.8	-	-	-	-	1	6.2	4	22.2	-	-	-	-	16	18

August 3, 1972

their remuneration in accord with the 1973 salary scale.

In 1971, a committee on salary evaluation for the School of Nursing presented a report to the Academic Vice President. Said report was reviewed by this Committee. Nearly half of the faculty of the School of Nursing hold the rank of instructor with some indication that salary offerings tend to attract only persons of this rank. It would appear that insufficient funds are available for upgrading that faculty. The report concludes that, "The members of the salary committee believe that the discrepancies were perpetrated by negative attitudes held by women in nursing toward economic goals in a traditionally altruistic profession." It is interesting to note that the quotation just cited was echoed in an article by Kenneth E. Eble in the May 1, 1972, issue of the Chronicle of Higher Education when he offered his somewhat tongue-in-cheek program for establishing women faculty members in a stronger professional position. He stated that women should no longer be conveniently available when needed, responsive when asked, and devoted when called upon.

Recommendations of the nursing study with regard to faculty speak to the issues of salary inequities, promotion, and recruitment of faculty. The administration might well heed this document.

TABLE II

DUQUESNE UNIVERSITY

SALARY RANGE BY RANK AND SEX, 1971-72

Rank	Number			Lowest			Mean			Highest		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
TOTAL UNIVERSITY												
Professor	68	4	72	12,500	11,100	11,100	16,877	14,925	16,768	24,150	17,000	24,150
Associate	63	11	74	10,150	9,450	9,450	14,378	11,964	14,019	20,540	16,800	20,540
Assistant	73	35	108	7,800	7,100	7,100	11,537	10,130	11,081	17,000	12,500	17,000
Instructor	16	18	34	6,000	6,800	6,000	7,859	8,142	8,009	9,450	9,500	9,500

May 1, 1972

Table II indicating salary ranges by rank and sex provides some insight into the salary differences which are magnified when brought into detail at the school level. However, to tabulate the same data for each school would readily identify those who are singular holders of certain ranks within a given school. This Committee deemed the publication of this data unwarranted. The figures presented do suggest possible discrimination which should be investigated on an individual basis. The differences between the female and male salaries in all but the instructor category are evident, and without other clarification at least give cause for suspicion.

It may be noted that among the individual schools of the University, the lowest paid female professor is in the School of Music, and the lowest paid female associate professor, assistant professor, and instructor are in the College of Liberal Arts and Sciences. To provide a total comparison, the same two units also vie for the lowest male salaries.

The highest paid female professors are in the College of Liberal Arts and Sciences and Nursing; the highest paid male professors, in the College. The highest salaries for male and female associate professors are found in the School of Business and Administration, with the highest paid male assistant professor in the School of Law and the female of highest salary in that rank in the School of Nursing. The Committee recognizes that many factors such as publications, length of service, etc., figure in individual salary determination. Since they do not appear here, it is difficult to arrive at concrete conclusions from these figures other than to note that discrepancies do exist, and that on the surface they would appear unfavorable to women.

TABLE III

FACULTY - PART-TIME

	Number Employed		Average Salary	
	Male	Female	Male	Female
College of Liberal Arts & Sciences	32	12	$1,362	$1,350
School of Education	12	8	$1,863	$2,013
School of Music	20	12	$1,406	$1,434
Tamburitzan Institute	5		$2,460	
School of Nursing		4		$1,775
School of Pharmacy	7	2	$2,913	$1,250
School of Business	3		$1,083	
School of Law	11	1	$1,464	$1,400
Institute of Man	1	1	$1,800	$3,400
Inter-Collegiate Athletics - ROTC	2		$575	

Table III compares the salaries of male and female part-time faculty members without regard to other parameters. The relatively higher salaries of part-time women faculty belie the rumor of inequities, at least on the surface. Average compensations appear nearly equal in all cases, except in the School of Pharmacy. Unless job descriptions and other qualifications could be compared, no inferences can be drawn from the data provided. Using averages only, on an overall basis the 93 men part-time faculty earn an average of $1,603 whereas the 40 women part-time faculty receive $1,598 as average compensation.

QUESTIONNAIRE RESULTS

Of the 62 respondents (75.6% of faculty women) to the questionnaire directed to women faculty members, 25 were from the School of Nursing and the University Library (N&L), with the highest concentration of female faculty. The remaining 37 represented other schools of the University (General). Tabulated responses from the survey are presented in separate tables in the Appendix from which correlations and differences may be noted.

The attitudes of Deans, Directors, and Department Chairmen toward women were sought in a questionnaire directed toward that group. Of the 36 questions, 22 specifically pertained to women faculty with the remainder concerned with women students. The replies concerning women faculty are noted here.

Nineteen completed questionnaires were returned from this group of 45 administrators. The actual number of responses was important in this sample since numbers were small.

FACULTY POSITIONS AND SALARIES

The survey results concerning the questions of position and rank may be quickly seen from the following tables.

TABLE IV

FACULTY POSITION - WOMEN FACULTY

Most Common Ranks:	General	N&L
Assistant Professor	51.4%	36%
Instructor	27.0%	40%
Employment Situation		
Full Time	83.8%	96%
Time in rank, 6 years or less	85.9%	92%
Time at D.U., 6 years or less	67.5%	84%
Untenured	64.9%	76%
Most common academic degree: Master's	67.6%	80%

Of those holding tenure, only one person indicated a time lapse of more than 15 years before receiving it. All others received tenure in less than 10 years. Interestingly enough, only 8 of the respondents (3 N&L and 5 General) had been on the faculty of other institutions prior to coming to Duquesne. Administrators responding to the question of tenure were of the opinion that it does not take women longer than men to attain tenure.

While the majority of women at the University hold the Master's degree, only the General group reported any efforts toward the doctorate. The majority (52%) of the N&L faculty felt that their departments do not allow time for advanced degree work, while 35.1% of the General group held the same opinion.

TABLE V

FINANCIAL COMPARISONS FOR WOMEN FACULTY

	General	N&L	Administrative
Yes, men are paid more than women of comparable stature	63%	68%	36.8%
Salary Range: Academic Year			
$5,000 - $10,000	43.2%	68%	-
$10,000 - $15,000	35.1%	20%	-
Annual increments not equal to men's	45.9%	-	21.1%
Initial employment at rank and salary less than commensurate with experience and training	73.0%	56%	26.3%
Fringe benefits are adequate	62.2%	84%	-

Judging by the number of negative responses, the annual salary differential between men and women faculty members under comparable circumstances appeared difficult to assess for many. Those who did respond to this question were split between the $1,000 or less category and the $1,000 to $2,000 group, with a few indicating a differential of over $2,000.

Correlations of these results with data presented in Tables I to III are excellent. They indicate an awareness on the part of the faculty of general and specific salaries contrary to the belief that the salary picture is a guarded secret of the University.

In the eyes of many of the administrators (47.4%), salaries of women were considered to be comparable to those of men in the departments. A surprising 36.8% indicated that men are paid more than women. Responses to a question concerning the compensation for the same amount of work and responsibility indicated that 31.6% of the administrators believed men received

more than women, with 63.2% of them seeing no difference in the salary received for work of men and women. A large proportion of this group (68.4%) believed salary increments were equal to those of men (45.9% of the general faculty women disagreed). While over sixty percent (63.2%) of the administrators believed that women are hired at a rank and salary commensurate with their training and experience, the majority of the N&L group (56%) and of the General group (73%) felt the opposite. Discrepancies in replies are readily apparent and disturbing.

COMMITTEE REPRESENTATION

The matter of representation on committees at all levels appeared on the questionnaires directed to both administrators and women faculty, and was an area of special concern of the Committee. While a separate section on committee representation appears elsewhere in this report, responses to inquiries on the questionnaires bear noting.

Eight questions were devoted to committee and administrative assignments on the faculty questionnaire. While 80% or more of the N&L group were consistent in noting their service to departmental and school committees, only 40% or less either served or were asked to serve on University committees. The proportion drops in the General group with slightly over half (51.4%) indicating service on departmental committees, but little request for service (32.4%) or actual service (27%) on school committees. Thirty-five percent had been asked to serve on University committees with only 21.6% indicating they did eventually serve.

Committee work was the subject of four questions directed to the administrators, all of which received 60% or more replies indicating either requests to women faculty for service or actual service on departmental or University committees. In all cases, less than 11% indicated that women do not serve on departmental or University committees. Significantly, a comparison of the responses of administrators with those of women faculty shows a considerable discrepancy.

In a series of questions pertaining to women faculty already in the departments, the respondents provided replies as seen in Table VI.

TABLE VI

INVOLVEMENT IN DEPARTMENTAL OPERATION

Women Faculty:	General	N&L	Administrative
Suggest candidates for faculty.	43.2%	84.0%	52.6%
Are consulted in hiring faculty.	29.7%	64.0%	68.4%
Are consulted on policy.	43.2%	60.0%	73.7%

Many of the women (54.1% General, 44.0% N&L) indicated that they did not believe it possible for them to become the chairman of their department. Only members of the General group suggested sex as a deterrent to such an appointment. A large number (51.4%) gave no response to explain why they felt they could not become a department chairman. Among the administrative sector, fifteen (78.9%) of the respondents believed that a woman could become head of their area. Another 15.8% replied negatively. Comments included: "prejudices," "not capable," and "It has never happened."

Both faculty groups answered "No" to the question of women being less likely to be hired than men in their departments. The majority felt there were no differences in qualifications for hiring men or women in their departments. As a group, the administrators echoed the opinion of no difference in qualifications for hiring men and women in their areas.

An interesting comparison developed from two questions which asked whether administrators considered marital status and/or children when hiring a new faculty member. While 26.3% noted the marital status of women candidates, only 21.1% investigated the civil status of men under consideration. The majority indicated no consideration of this status for women (52.6%) or men (57.9%).

Only 32.4% of the General group believed that current channels for job recruitment afforded women as equal an opportunity for employment as men, and 51.4% answered negatively. Of the N&L group, there were 36.02% Yes, 36.0% No, and 28.0% no responses.

Replies of administrators to the same question showed that most respondents (52.6%) believed that current channels for faculty recruitment offered women as equal an opportunity for employment as men. A minority (5.3%) answered negatively while 31.6% did not know. Of the latter group, the question was either not applicable or the respondent was not well acquainted with these channels according to written responses. One negative response cited the societal pressures of male dominance and an emphasis of traditional roles as the discriminatory factors. Those who answered affirmatively indicated that recruitment was based on professional competency only.

The administrative questionnaire also added insight into the methods of recruitment. These are provided for informational value.

In the recruitment of women faculty, the deans, directors, and department heads indicated that 31.6% felt the faculty members were most important to the recruitment effort with professional journal advertisement the next (15.8%) area. When advertising was used, 78.9% did not specify men or women. More significantly, no special recruiting effort was reported by 68.4% of the administrators, and nearly three-fourths (73.7%)felt that there should be no special recruiting effort for women.

Administrators were divided on the question of whether women were more likely than men to be recruited for part-time faculty positions. In actuality 42.1% said that more women were not hired than men, 10.5% said Yes, and 47.4% declared the question not applicable.

TABLE VII

WORK LOADS FOR WOMEN FACULTY

Course	General	N&L
Course Loads:		
10 - 12 hours	62.2%	4.0%
More than 15 hours	10.8%	52.0%
9 or less than 9 hours	21.6%	24.0%
Course load comparable to men:	83.8%	0%
Greater than men	5.4%	4.0%
Less than men	2.7%	0%
No response	8.1%	96.0%
Not asked to lecture in other classes	62.2%	64.0%
Not consulted when advisees assigned	50.5%	68.0%

Women undergraduates are encouraged to go on to graduate work by the departmental faculty as seen by 75.5% affirmative responses from the General group and 84.0% from the N&L group. Completion of graduate studies was also encouraged in the General group while the N&L group which has little or no contact with graduate students did not respond. The administrators also considered that women were encouraged to do graduate work (63.2%) and once in graduate school were encouraged by the faculty to complete their studies (57.9%).

Women faculty at Duquesne will definitely (91.9% General and 80.0% N&L) advise women to major in their departments, a healthy sign. Although they did not recommend origination of courses specifically on or about women in their departments, 40.5% of the General group and 20.0% of the N&L group

were in favor of establishing a Women's Studies program at the University. One comment at this point indicated that only a quality program would be acceptable. Administrators were not certain on the encouragement of the institution of specific courses on women. Nearly a third (31.6%) of the administrators favored the establishment of a Women's Studies program while 52.6% opposed it.

PERSONAL DATA AND ATTITUDES

Personal questions included on the last section of the questionnaire for women faculty indicated the predominance of white females in a wide-spread age bracket. Nearly 30% of the General group were within ages 30 - 39, and 40% in the N&L group were between 40 - 49 with other age groups from 20 to 60 each represented by 10% or more. Only two women out of 62 did not give their ages, lending a note of sincerity and involvement in providing true answers to the survey questions.

Questions concerning the attitudes of colleagues and supervisors generally led to favorable answers from both faculty groups. Responses fell below the 50% favorable level in the General group with over half (54.1%) of the opinion that colleagues and supervisors were well-meaning but misinformed about women. The same percent (29.7%) felt colleagues and supervisors were exploitive of women and of the opinion that women were mentally inferior to men. An equal number (37.8%) believed that these same colleagues and supervisors favored hiring and retaining women only in subordinate positions. More importantly, 40.5% believed their colleagues were opposed to granting women equal status, and 43.2% found their colleagues insensitive to the needs of women.

Faculty and administrators surveyed tended to feel that there were areas in which the University could enhance the education and status of women faculty. Areas most frequently mentioned included: equalization of salaries; promotion of women to prominent administrative positions; addition of women to the Board of Trustees; promotion of part-time faculty; increased academic, personal, and professional counseling; and greater promotional responsibilities.

Forty-seven percent of the deans, directors and department heads indicated no known particular needs of women that are not being fulfilled by present programs. Almost the same number of faculty (40.5% General; 48.0% N&L) held the opposite opinion.

The final question on the survey concerned awareness of situations relating to women at Duquesne that were discriminatory in nature. Eighteen of the 62 faculty responses felt inequities existed, 33 saw none, and 11 did not respond. Four administrators of 19 acknowledged the presence of inequities, 12 saw none, and 3 did not reply.

Despite the length of the questionnaires a number of faculty and administrative respondents provided lengthy comments at the end. They specifically mentioned the following as evidence of less than favorable attitudes towards women at the University: salary inequities; lack of women in high position; course loads greater in one school than in another; part-time teachers required to carry more than part-time course loads; and the need for promotion policies for administrators.

In separate interviews held at the request of women faculty members, additional data based on personal experience within a school or department came to light. Much of this brought to the fore evidence of subtle as well as overt inequitable attitudes and treatment encountered by these women at the hands of male colleagues and supervisors. While much of this reiterated grievances concerning salary and promotion, a great deal touched on more specific matters:

1. One tenured professor of senior rank was informed by her chairman, though she had never expressed such an ambition, that she could never expect to become department chairman "until all of the men had had a chance first."

In addition, the chairman periodically placed notices of job openings at other institutions in her mail box, and advertised nationally for someone with her specific academic specialization.

2. The immediate superior of a woman promoted to a minor administrative position informed her orally that the promotion was temporary. As soon as a man could be found to fill the position, she would be returned to her former status.

3. Another faculty member complained that while the men in her school routinely advanced to the rank of full professor, she, with comparable academic qualifications and considerably greater length of service, "had to fight for" her promotion.

4. A woman with twenty years experience, tenure, a terminal degree, and publications stated that she had never been recommended by her chairman or dean to serve on any committees, while male colleagues of lesser rank and service, having no terminal degree nor publications, were regularly appointed to these committees.

More general complaints concerned the fact that women routinely received the less rewarding and more demanding extracurricular assignments; that frequently, when a woman had successfully implemented a difficult project, it was taken from her and given to a male colleague; that women were often asked to "straighten out" a project that other colleagues had not been able to handle. Those women who asked for personal interviews protested that their contributions were belittled; that they were rarely consulted on departmental matters; and that in many cases they were accorded "second class citizenship" in their departments.

While the Committee recognizes that those requesting personal interviews

may feel more strongly the onus of other than favorable attitudes and treatment, it neither challenges nor denies the validity of these grievances. They reflect the imprecise, but nonetheless real, conditions under which a considerable number of women faculty work. One can only imagine the negative effect of these conditions upon the faculty members immediately concerned and, by extension, the students they teach.

UNDERGRADUATE WOMEN

In the fall of 1971, the total enrollment of full time undergraduate men and women students was 4,548. Approximately 39.7% of that enrollment was female. Table I reflects the distribution of men and women by school from the fall of 1968 through the fall of 1971.

It is obvious, from the figures in this table, that only Pharmacy indicates a significant increase in female enrollment. The total enrollment of women (proportion of total) did not significantly increase, nor did the total male/female enrollment. From the established statistics, the total male/female enrollment for 1972 is projected at 4,651 full time undergraduate students. The female proportion of this total is projected at 40.11%. Therefore, the total female enrollment for the fall of 1972 is projected at 1,866.

TABLE I

FULL TIME UNDERGRADUATES

	Fall -- 1971				Fall -- 1970				Fall -- 1969				Fall -- 1968			
	M	F	M%	F%	M	F	M%	F%	M	F	M%	F%	M	F	M%	F%
& S	1390	576	70.7%	29.3%	1350	629	68.24%	31.78%	1339	659	67.01%	32.98%	1400	695	66.82%	33.17%
u.	391	667	36.95%	63.04%	389	771	33.53%	66.46%	365	698	34.33%	65.66%	312	675	31.61%	68.38%
s. Ad.	649	44	93.65%	6.34%	630	46	93.19%	6.80%	594	49	92.37%	7.62%	706	51	93.26%	6.73%
sic	202	129	61.02%	38.97%	196	138	58.68%	41.31%	183	126	59.22%	40.77%	167	121	57.98%	42.01%
rsing	5	322	.01%	98.4%	4	300	1.31%	98.68%	7	294	2.32%	97.67%	4	303	1.30%	98.69%
arm.	106	67	61.27%	38.72%	82	38	68.33%	31.66%	72	28	72.0%	28.0%	75	24	75.75%	24.24%
btotal	2743	1805			2651	1922			2560	1854			2664	1869		
s		39.69%				42.03%				42.0%				41.23%		
TAL & F	4548				4573				4414				4533			

QUESTIONNAIRE RESULTS

As stated earlier in this report, questionnaires were distributed to a representative sampling of undergraduate women. A coffee hour was also held in an effort to ascertain the real concerns of the female undergraduate at Duquesne.

Thirty-nine percent of the respondents indicated they were inhibited about participating in class discussion. Almost the same number (35.4%) felt that their instructors were subtly anti-women. Undergraduate women were almost equally divided on the question of preferential treatment given women students by their instructors with 44.5% of the opinion that instructors gave women preferential treatment and 54.5% of the opposite opinion.

Almost the same number had the impression male instructors: felt women were inferior (29.6%); favored hiring women in subordinate positions (31%); were insensitive to women's needs (33.6%); and opposed to granting women equal status (32.5%). Slightly less than half (46.7%) saw these same men as well-meaning but misinformed about women. Over fifty percent (53.5%) of the respondents believed there were things the University could to to enhance the education of women.

A comparison of answers on the questionnaires, particularly answers to identical questions appearing on all questionnaires directed to University Women, would lead one to conclude that the undergraduate woman at Duquesne is as aware, and in some cases, more aware of inequitable attitudes and conditions than her older sister in graduate school, on the faculty, or on the staff.

On the questionnaires addressed to the undergraduate woman, as on those to other women at the University, a more comprehensive picture of the breadth

and intensity of the feelings of the respondents is evidenced in replies to those questions requiring a written answer. Question 16 which asked for recommendations of " . . . . of things the University can do to enhance the status of women," warrants elaboration by direct quotations, as do several other questions. For clarity and accuracy, representative remarks have been extracted:

"Opening up graduate assistantships to more women."

"More women administrators in other fields than those related to women students."

"Day care facilities for married women with child care problems."

"Education courses for college men in the re-education of women's role in society."

"Equal pay for female faculty members."

"Counseling for women in careers where discrimination is present -- advice on how to overcome this prejudice and how to make the best application of education."

"A clinic that would be available for birth control services or else a decent doctor."

"More women as deans."

"More women professors, more encouragement for women to enter male-oriented fields -- business, political science, etc."

Question 17 raised the issue of an awareness of inequities at the University. Although 76.3% responded negatively as opposed to 12.8% affirmatively, specific issues were repeated often enough to suggest significance:

"Lack of women in power positions."

"Women are put down in sciences as air-heads, or husband hunters."

"Less women get into graduate school."

"It seems women don't hold too many high departmental positions."

"Male dominance in committee work and other student affairs."

"Placement could be more helpful with married women. They have very little encouragement."

Question 41 asked for specific recommendations to meet the educational needs of women in departments or schools. Consistent suggestions given include the following:

"Educational guidance to part-time employment after marriage and with children."

"A better teacher preparation -- it is just average." (Education)

"More advice on what women can do in schools other than teach . . . . psychology, guidance." (Education)

"Some guidance as to problems women will face professionally in various fields." (Nursing)

"More courses on women in today's world." (Nursing)

"Not always view literature through a man's criticism of a woman's work which I have found largely to be the case." (English)

"Not enough courses on women in literature . . . . " (English)

"More courses on women in society -- in Psychology, Sociology." (Psychology)

"Women have to be better qualified to get a job -- give a course in sexual politics." (Psychology)

"Much more preparation in <u>all</u> areas." (Sociology)

"Counseling . . . . job opportunities." (Political Science)

"There should be more courses devoted to the role women play -- their personality, their social role, etc." (Political Science)

"Orient women more specifically to the actual working world. Prepare them for what is waiting." (Journalism)

Upon review of the above remarks from female students, and numerous other criticisms and suggestions not mentioned here, the University would appear to have a real problem existing within the traditional institutional framework.

STUDENT GOVERNMENT REPRESENTATIVES ON UNIVERSITY COMMITTEES

The method of selecting students for representation on University committees varies. In some instances, the executive board of SGA makes the selection and in other cases, it is left to the discretion of the president. This year from a total of 23 committees having 33 student members, a total of 11 were females and 18, males. Several people served on more than one committee. For the academic year 1972-73, a woman student will serve as president of Student Congress. The following is a breakdown of the current presidents (male and female) of student organizations:

	Males	Females
Fraternities	13	0
Sororities	0	8
Service	1	1
Social Clubs	5	1
Union Committees	4	3
Professional Sororities and Fraternities	7	10
Military Organizations	5	1
Religious Organizations	3	0
Language Clubs	3	1
Theatrical Groups	1	1
Athletic Organizations	3	1
Honorary Society	0	2
Inter-Dorm Councils	2	3
Publication Organizations	3	0
Political Organizations	1	1

TABLE II

GRADUATION STATISTICS

The data on graduation statistics show a significant increase of women graduates each year for the past six years.

Overall Analysis	1966	1967	1968	1969	1970	1971
Women Graduates	485	546	641	839	806	891
Total Graduates	1162	1279	1397	1909	1666	1756
Percent of Women	41.7	41.7	45.9	45.9	48.4	50.7

The undergraduate graduation output was statistically tested to be significant at the .05 level. For each school, there again was no significant increase or decrease at the .05 level which would suggest that the differences are due to random fluctuations.

TABLE III

UNDERGRADUATE ANALYSIS

	1966		1967		1968		1969		1970		1971	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Women in Education	185	22.5	180	21.2	169	17.7	271	19.5	213	19.8	243	22
Women in Arts	109	13.2	130	15.3	149	15.6	176	12.6	153	14.2	159	14
Women in Business	8	1.0	7	0.8	9	0.9	15	1.0	12	1.1	21	1
Women in Music	12	1.5	20	2.4	15	1.6	21	1.5	27	2.5	48	4
Women in Nursing			3	0.4	77	8.0	102	7.3	65	6.1	82	7
Women in Pharmacy	13	1.6	7	0.8	7	0.7	5	0.4	6	0.6	12	1
Total Men and Women Graduates	823		848		957		1392		1074		1085	

The number of graduate degrees granted to both men and women is increasing significantly each year. Women recipients of graduate degrees in music, in particular, are on the increase. The number of women receiving graduate degrees from other schools in the University varies, but no significant trends are discernible.

INTERVIEWS - OTHER THAN ACADEMIC AREAS

In considering the undergraduate woman student at Duquesne, it became apparent that statistics in themselves would not give a complete assessment of her situation. This impression was reinforced by the evidence in reports from other institutions of practices in non-academic areas detrimental to women students. Given the above, and the fact that women students are affected by practices and policies in university areas other than the classroom, the Committee scheduled interviews with administrative heads of those areas.

ADMISSIONS

Logically one starts with Admissions. Here as in other areas much of the data requested was unavailable to the Committee. Either it simply had not been recorded or it had not been stored in the computer. The time and expense to retrieve it manually were prohibitive.

The following data, prepared by the Admissions Office for this report, indicate that in 1970 seventy percent of males and eighty-three percent of females applying for admission to Duquesne University were admitted. The figures for 1971 vary slightly with seventy-one percent of the males and eighty percent of the females applying being admitted to the University. Questioning of the Director of Admissions and his staff revealed no unfavorable conditions or attitudes relative to recruitment or admissions.

TABLE IV

ADMISSIONS

1970 and 1971

	Applied Male	Accepted Male	Applied Female	Accepted Female
1970 Resident	779	544	676	566
Commuter	1113	790	593	491
1971 Resident	683	523	593	482
Commuter	806	536	377	300

In one aspect only did the Committee find evidence of stereotypical attitudes. When asked what reply was given to the incoming woman student who was uncertain as to the school in which she should register, Admissions indicated that it recommended four programs to her: Pharmacy, Accounting, Education, and Nursing. The rationale: careers in these areas allow for part-time and/or irregular work hours of interest to the married woman. The Committee concedes that most women students will eventually marry and that many of them will work at some time after their marriage. While it does not deny the practicality of the above recommendations, the Committee finds them traditional and too limiting especially in light of newer trends towards more flexible work schedules in industry as well as in the professions.

FINANCIAL AID

Financial aid is available to the Duquesne University undergraduate student from a variety of public and private sources. Criteria for the four principal programs: National Defense Student Loan, Educational Opportunity Grant, College Work Study Program and the Pennsylvania State Scholarship Program are set by the Federal Government in the case of the first three, and by the Commonwealth in the last. Since a pre-established need formula based in part on consideration of the total family income determines the granting of an award in the above programs, the question of discrimination does not figure here. The major source of financial assistance -- in terms of number of students and amount of money involved -- is the University Competitive Scholarship. Granting of aid depends upon the score made on the competitive examination as well as financial need and recommendations. Women have scored consistently higher than men on the examination, and therefore hold slightly more than sixty percent of these scholarships.

TABLE V

FINANCIAL AID - SPRING 1972

Admin. Code	Program	TOTAL AWARDS Students	TOTAL AWARDS Dollars	FEMALE Percent Eligible[1]	FEMALE Percent Students	FEMALE Percent Dollars	MALE Percent Eligible	MALE Percent Students	MALE Percent Dollars
1	Nat. Def. Loan[2]	851	$338,663	39%	42%	40%	61%	58%	60%
1	Ed. Op. Grant	309	$106,900	40%	44%	46%	60%	56%	54%
1	Col. Work Study	146	$ 60,910	40%	53%	51%	60%	47%	49%
1	Gen. Employment	141	$ 52,120	40%	56%	55%	60%	44%	45%
1	Comp. Scholarship	361	$ 87,404	40%	61%	65%	60%	39%	35%
1	Nursing Loan	88	$ 36,550	98%	99%	99%	2%	1%	1%
1	Nursing School	50	$ 17,575	98%	100%	100%	2%	0%	0%
1	H. P. Loan	34	$ 13,625	32%	29%	28%	68%	71%	72%
1	H. P. School	30	$ 10,600	32%	33%	28%	68%	67%	72%
2	Pa. State Schl.	1675	$728,194	40%	37%	38%	60%	63%	62%
3	Music School	84	$ 24,350	40%	38%	43%	60%	62%	57%

Admin. Code:
1. Awarded by Office of Financial Aid
2. Awarded by State of Pennsylvania
3. Awarded by the School of Music

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[1] Eligible means the number of students in the student body eligible for the grant. Ex., Ed. Op. Grants - All students are eligible for this grant. In the Spring of 1972, women constituted 40% of the undergraduate enrollment, hence 40% under the column marked "Eligible. "

[2] What appears a discrepancy in "Eligible" column between Nat. Def. Loans and the rest of the listings is explained by the fact that both graduate and undergraduate students are eligible for Nat. Def. Loans, while the remaining programs are limited to undergraduates.

STUDENT SERVICES

The Committee met not only with the Vice President directly responsible for the Student Services area but with supervisory personnel responsible for specific sections in Student Services. It tried to correlate their testimony with comments offered by students, both on the questionnaires and at the student coffee.

a) Housing

All of the nearly two thousand residents in the University dormitories pay the same fees and receive the same services. Though different fees have been suggested to allow for additional amenities, (i.e., air conditioning), available in newer housing facilities, this suggestion has yet to be implemented. Other than reserving separate floors for graduate as well as law students, no provision has been made to meet the special housing needs of these groups or those of married students.

Women students complained that freshmen women had to observe hours while their male counterparts did not. An investigation of this grievance revealed that a few years ago, in a move towards greater self governance, students received the opportunity to determine their own hours. According to information given the Committee, women residents voted at that time to retain freshman hours. It is the Committee's understanding that a move on the part of women students to minimize or eliminate this restriction would meet with administrative approval.

b) Medical Service

Comments on medical services were frequent and varied. The University has a physician on campus two to three hours a day. His services

are supplemented by nurses on call twenty-four hours a day and a graduate in Pharmacy who sets up a contact system for the administration of prescription drugs. As now constituted, the health service is intended almost exclusively for the resident student. Commuters, staff, and faculty may avail themselves of it on an emergency basis.

General student criticism centered about the limited nature of medical service in terms of time available, clients entitled to its use, and the restricted, non-pertinent nature of the service given. More specific complaints cited the non-availability of information on venereal disease, lack of birth control counseling, absence of general gynecological services, and "denial" of abortion and birth control information.

Though the University did look into the possible extension of its medical services so as to benefit other than residents, the cost proved prohibitive. Investigation into some of the more specific allegations showed that material on venereal disease was available, but distributed only upon request. Gynecological service was obtainable on referral at Mercy Hospital. The seeming lack of action on the part of the University would lead one to conclude that it ignores the questions on birth control and abortion. The Committee recognizes the University's position as a church-related institution. It respects the philosophy and moral principles of that church. Nonetheless, as long as Duquesne University admits students of other religious persuasions or of no religious persuasion, it would appear unrealistic to assume that these students subscribe to her moral positions, and imprudent to attempt to impose her morality upon them. The Committee sympathizes with the dilemma this situation poses to the administration. However, to ignore the question as though it did not exist, especially when it was real enough for students

to mention it specifically, would seem to beg the issue.

c) Athletics

Specific charges of inequitable treatment were made against the University in the matter of intramural athletics. The charge is two-fold: extremely limited availability of athletic facilities for women's activities; lack of a women's intramural program. Discussion with students strongly implied that time was allocated for the women student's use of athletic facilities only after the scheduling of men's activities. The arbitrary elimination of women's intramural athletic program last year, with the retention of the men's program which includes a paid director, would appear totally indefensible particularly given the fact that the intramural program is supported by fees paid by both men and women.

d) Career Planning and Placement

Career Planning and Placement, while administratively under the Vice President for Student Services, assists both students and alumni, with forty percent of those aided being alumni. Its services to the student enrolled in the University include: vocational counseling, maintenance of a current occupational library, a non-credit career planning course, free vocational testing when requested, credential service, and the arrangement of on-campus interviews with representatives of various firms. Its facilities are equally available to men and women.

TABLE VI

REPORTED PLACEMENTS

Year	Total Registration	Undergraduate			Graduate			Grand Total
		Male	Female	Total	Male	Female	Total	
1970	474	118 (49.6)	120 (50.4)	238	14 (53.8)	12 (46.2)	26	264
1969	640	151 (54.3)	127 (45.7)	278	26 (59.1)	18 (40.9)	44	322
1968	576	85 (49.7)	86 (50.3)	171	13 (41.9)	18 (58.1)	31	202
1967	513	131 (49.1)	136 (50.9)	267	37 (74.0)	13 (26.0)	50	317
1966	509	150 (51.9)	139 (48.1)	289	31 (72.1)	12 (27.9)	43	332
1965	428	146 (51.6)	137 (48.4)	283	--	--	42	325
Grand Total	3,140	781 (51.2)	745 (48.8)	1,526	121	73	236	1,762

A glance at the above table indicates almost equal placement - 51.2% of males registered, 48.8% of females registered - for the years 1965 through 1970. One should bear in mind that a large number of the women registrants with Placement come either from the School of Nursing or the School of Education, both with total or preponderantly feminine student enrollments. Statistics on the percentage of men/women placed as compared to men/women registered - which would have proved more relevant - were not available.

Nonetheless, the Committee could not discern any bias in the operational procedures or the principles governing those procedures in its review

of this area. Placement cannot control salaries offered by companies who come to interview on campus, nor the starting salary finally accepted by the woman registrant in these negotiations. It does give an indication of its position on this issue in the question included on its "Recruitment Information Statement" routinely sent to all companies scheduling interviews on campus: "Have you included any positions for which women cannot qualify?" In addition, women students seeking advice on career choices are not directed to traditional fields. All students, women and men alike, are directed to the Occupational Library. This is followed, at the student's initiation, by personal interview, vocational testing, and referral to people in the field. The final choice rests with the student.

e) Personal Counseling

The Office of Student Personnel at Duquesne University is under the immediate direction of the Associate Dean of Students for Personnel. Though its services may, under special circumstances, be made available to " . . . members of the community and friends of Duquesne University . . . ," its special emphasis is " . . . to help individual students in overcoming problems which may interfere with his educational development." In achieving its purpose, the Office of Student Personnel utilizes many techniques and works in cooperation with other departments and professional personnel in the University. Its services include: Counseling, Service, Testing Service, Study Skills Program, Group Counseling, Consulting, and Referrals (in the event of a need for specialized services). All are non-specifically sex oriented.

During the academic year 1971-1972, this office he'd 167 staff consultations. It specifically served 165 male students and 141 female

students. The Office of Student Personnel, with only one professional-- a woman, realized a total of 1,980 formal contact hours. This does not include time spent on informal interviews.

The Committee discerned nothing of a biased nature in the functioning of this section of Student Services either in the written material submitted by the section or in the interview with the immediate head of the Office for Student Personnel. Students made no observations in the questionnaires or the coffee hour on this division. The Committee did note the absence of a male staff member - in any capacity - in this office.

ACADEMIC ADVISEMENT

Comments had come to the Committee from students to the effect that academic advisement in all areas left much to be desired. The frequency of complaints, coupled with the number and nature of answers to question 20 on the questionnaires, "How effective has your academic counseling at Duquesne University been?," necessitated the Committee's review, at least in part, of this situation. Since circumstances did not allow for interviews with every person in every school of the University involved in academic advisement, the Committee elected to review the situation in the College of Arts and Sciences, the largest undergraduate academic division in the University, and to join impressions from this interview with comments gleaned from the questionnaires and the coffee hour.

Academic advisement in the College is aimed at Freshmen and Transfers from other institutions. Once the student has earned sixty credits, he/she must turn to his/her specific department for additional advisement. Five-

sevenths of the students advised daily are men, two-sevenths, women. Less than one-tenth of the requests for academic advisement received by this division of the College are initiated by other than students.

The entire staff of this section of the College - professional and clerical - is feminine. It comes as a surprise that when a student asks help of this office in dealing with a professor whom she claims is anti-feminine in his views and/or grading, no effort is made to ascertain if the grievance is indeed justified. Instead, it is suggested that the student may have erred in her assessment of the professor, and that she should make efforts to adjust to the situation. The Committee recognizes that people often tend to magnify complaints. It concedes that not every complaint can be taken at face value. At the same time, it would appear unrealistic to dismiss a repeated complaint as though in every case it had no basis in fact.

The Committee is aware that many of the grievances voiced by students about advisement are not directly related in every case to the question of an anti-feminine bias. That in some instances such a relationship exists finds a basis in the reasons given by women students for a change in their major. In every case where the change has occurred from a so-called masculine field (Chemistry, Business Administration, Mathematics, Pre-Medicine, etc.), to a feminine one (Nursing, Education, etc.), the motive given is: "Advisement," "Professor's Attitude," or "Almost impossible for a Woman." A correlation of answers to question 20, when directed to men as well as women, might prove more revealing.

In order that the reader understand what prompted the Committee to look into academic advisement, some of the student comments quoted directly

from the questionnaires follow:

Education

The Education Department here has the worst academic counseling I have ever encountered.

The incompetence of the present advisor is known by all Education majors.

I really feel the advising here is poor. I've gotten better advice from Pitt.

Adequate.

College of Arts and Sciences

Rotten in the School of Arts and Sciences. It is a disgrace that the advisement is so contradictory and impersonal.

Very poor -- they have been discouraging. (Biology)

Not effective at all. (Modern Languages)

Not as effective as it could be; seems to be too impersonal. (English)

Very effective. (English)

Adequate, not great. (Psychology)

Pretty bad. (Psychology)

Mildly effective. I make my own decisions finally. (Sociology)

Terrible, inadequate, impersonal, advisors haven't been knowledgeable. (Political Science)

Not effective at all. (Journalism)

From very poor to totally ineffective. (Theology)

Very poor. (Mathematics)

Not effective at all. Most of my counseling has come from peers in my field of study. (Speech)

Nursing

It wasn't the best, but the Nursing curriculum is usually all planned out.

I didn't feel the advisors were too interested in advising.

Fair.

Pharmacy

Arts and Sciences very inadequate . . . Pharmacy adequate.

Not effective enough.

Fair -- I haven't felt the need for much counseling, but I've gotten what I've wanted.

Music

Never had any.

GRADUATE WOMEN

In reviewing the computer print-outs, it would seem as though the Graduate Woman at Duquesne has either experienced no discrimination at the University, or, if she has, is unaware of it. This is interesting in light of the fact that nearly two-thirds (64.2%) of those responding have had no women instructors in their graduate courses, and nearly three-fourths (74.6%) of them are between twenty-one to thirty years of age-- that group in which one would expect to find a large percentage of activist and socially conscious women.

Two possible explanations of this phenomenon come to mind:

1. Duquesne has generally drawn the major part of its undergraduate student body from the lower middle and middle class families which tend to be more conservative and traditional in their views.
2. A large number of its graduates return to Duquesne for their graduate degrees-- thus suggesting the continuation of these attitudes at the graduate level.

Over eighty percent of those responding receive no financial aid either from the University or from other sources. Three percent hold University graduate assistantships; six percent, teaching assistantships. Since recommendations for assistantships come from the department to the Graduate School, and since specific requirements for such appointments vary from department to department according to the unique circumstances of each department, the Committee did not pursue this area in great detail. Nonetheless, a survey of assistantship appointments during the academic year 1971-1972 shows that

men held 71% of them. Interestingly enough, slightly more (74.6%) of the women indicated that they did not know whether the awarding of assistantships discriminated against women.

ASSISTANTSHIPS - 1971-1972[1]

School	Assistantships Awarded	
	Men	Women
Arts and Sciences (111)		
Humanities (30)	20	10
Social Sciences (31)	18	13
Natural Sciences (50)	31	19
Business Administration (10)[2]	8 (5 full, 3 partial)	2 (1 full, 1 partial)
Law (46)[3]	40 (4 full, 36 partial)	6 (3 full, 3 partial)
Music (10)	5	5
Pharmacy (14)	12	2
TOTALS (191)[4]	134	57

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[1] This chart lists only those assistantships awarded by the University. It does not include those graduate students holding grants from other than University sources.

[2] According to information received from the School of Business and Administration, a full assistantship includes payment of tuition and fees in addition to a $2,000 stipend. A partial assistantship pays only tuition and fees.

[3] The School of Law Grant-in-Aid, while not an assistantship in the traditional sense of the word, is included here because of the status of the School of Law as a post-baccalaureate professional school. It is based upon undergraduate achievement, law school admission test score, and need. "In dollars spent, approximately 25% of the money is allotted to females."

[4] Several sources, other than staff or faculty, brought to the Committee's attention the existence of assistantships in Student Services. To the best of the Committee's knowledge, it would appear that previously designated "Graduate Assistants" are now known as "Staff Assistants." In addition to the tuition and/or stipend normally awarded a Graduate Assistant, the Staff Assistant also receives room and board. These assistantships were divided equally this past year, with two held by women and two by men. Though the Committee did not have the opportunity to verify it first hand, there are strong indications to the effect that financial remuneration and conditions of said assistantships were not equitable.

Approximately 20% of graduate women felt that their colleagues, instructors, or supervisors were: anti-women in their teaching, opposed to having women as colleagues, and exploitive of women. About one-fourth remarked that these same individuals seemed: to feel women are mentally inferior, to favor hiring women only in subordinate positions, to oppose granting women equal status, and to be insensitive to the differential needs of women. While one-third were of the opinion that the University could do things beyond its present offerings to enhance the education and status of women, less than five percent (4.5%) indicated awareness of anything concerning the status of women at Duquesne that was discriminatory in nature.

Though the reasons for undertaking graduate study ranged from the idealistic, " . . . to fulfill myself intellectually," to the less inspiring, "Twenty-four credits are needed for permanent certification;" for six more credits, you might as well get a Master's," the bulk of them indicate a decidedly practical motivation. Major reasons among those offered included: career advancement, professional certification requirements, and the opportunity for a higher salary.

On a more positive note, for 70% of the respondents, as undergraduates the idea of attending graduate school seemed a real possibility. An overwhelming 92.5% did not feel that Admissions policies in their department put women at a disadvantage. Given the opportunity to make that decision again 95% indicated they would go to graduate school.

As would appear the case with other groups considered in this study, the Graduate Woman reveals more about her awareness of discriminatory attitudes in her responses to those questions which required a written reply than those responses tabulated by computer would indicate. These comments

tend to substantiate the impression that negative attitudes towards the woman graduate student, if not openly articulated, are nonetheless present and perceived.

After reading observations like those that follow from the questionnaires addressed to Graduate Women, one is tempted to paraphrase the old nursery rhyme about the little girl with the curl in the middle of her forehead to the effect that when the graduate woman at Duquesne is aware of discrimination, she is very, very aware.

> "Some instructors have indicated women have nothing to offer education since they assume women just get married and quit."
>
> "Instructors often make remarks insinuating that women are not to be taken seriously in their scholarly efforts."
>
> "Men in the Department (of which there are few) seem to be liked and given easier grades than women."
>
> "Very subtle discrimination against women in all areas."
>
> "Males are given higher marks. They are more informed in seeking jobs after graduation . . . Women are considered intellectually less than male students. Most of my professors feel that I'm not serious about my work. My comments aren't as important."
>
> "Salary by qualification, not sex—if not already a policy at Duquesne University."
>
> "Hire more qualified women professors."
>
> "Some professors are patronizing, say it's nice to look into a classroom and see pretty faces, are more or less amused."

WOMEN STAFF EMPLOYEES

There are 314 women staff members representing 54% of the total staff employed at the University. The majority, or 56%, are in office positions, 22% are in service positions, 18% are in administrative/professional positions, and 4% are in special/technical positions.

The average annual salary for staff women in office positions is $4,542, in service positions $4,943, in administrative/professional positions $8,455, and in special/technical positions $4,505.

There is an established position classification and salary matrix for each category of staff with the exception of service employees whose positions are described and rated under union contract.

The administrative/professional matrix covers four classifications of positions, from Administrative Assistants to Officers of the University, with commensurate salary ranges. The office and special/technical matrix covers six grades of positions, from Clerical Assistants to Administrative Secretaries, with commensurate salary ranges.

The following matrixes show the position classification and salary ranges for all staff women and those for men in the same classification:

ADMINISTRATIVE AND PROFESSIONAL STAFF (INCLUDING CLERGY)[1]

Position Classification	Salary Range	Number Employed Male	Number Employed Female	Average Salary Male	Average Salary Female
I	$12,000 - $27,600	15	2	$24,347	$22,125
II	8,500 - 18,400	21	2	16,740	14,400
III	6,000 - 11,800	32	14	11,648	10,200
IV	5,200 - 10,600	36	38	8,329	6,780

ADMINISTRATIVE AND PROFESSIONAL STAFF (NOT INCLUDING CLERGY)

Position Classification	Salary Range	Number Employed Male	Number Employed Female	Average Salary Male	Average Salary Female
I	$12,000 - $27,600	8	2	$25,175	$22,125
II	8,500 - 18,400	20	2	16,708	14,440
III	6,000 - 11,800	32	14	11,648	10,200
IV	5,200 - 10,600	36	38	8,329	6,780

[1] Clergy have been included here because whenever a lay person replaces a member of the Holy Ghost Order in a position, the value of the latter's "contributed services" converts to a parallel cash outlay for his replacement.

OFFICE STAFF

Position Classification	Salary Range	Number Employed Male	Number Employed Female	Average Salary Male	Average Salary Female
I	$3,000 - $3,720		13		$3,092
II	3,300 - 4,020		5		3,792
III	3,600 - 4,680		50		4,040
IV	3,900 - 5,160		59		4,560
V	4,200 - 5,460		21		5,034
VI	4,500 - 5,940	1	29	$6,800	5,797

SPECIAL AND TECHNICAL STAFF

Position Classification	Salary Range	Number Employed Male	Number Employed Female	Average Salary Male	Average Salary Female
III	$3,600 - $4,680	2	2	$3,800	$4,230
IV	3,900 - 5,160	4	8	4,420	4,125
V	4,200 - 5,460	1	1	4,200	6,000
VI	4,500 - 5,940	6	2	5,685	5,500

PHYSICAL PLANT (SERVICE) STAFF

	Salary Range	Number Employed Male	Number Employed Female	Average Salary Male	Average Salary Female
Housekeeping*	$4,888 - $6,455	44	67	$5,601	$4,927
Maintenance	5,928 - 9,568	62		7,005	
Parking & Security	5,408 - 7,280	39	1	6,112	6,006

* Trinity Hall Staff included.

Staff women may apply for open positions of higher classification through the Office of Personnel Services where a description of the position is available. They may arrange for an interview with the head of the department who makes the final decision on the candidate selected for the position.

In recruiting for administrative staff positions, of which it is made aware, the Office of Personnel Services advertises to locate qualified women. Documentation in their files support this. Furthermore this office, in accord with its expressed preference for promotion from within, continually recommends campus women for promotion. In initially describing openings for high-level positions, it suggests women as candidates. From the Committee's observation, the apparent discrepancy between the stated policies and practices of the Office of Personnel Services and reality in terms of women in high-level positions may be explained by one or all of the following: 1) People can and do hire on occasion without going through the Office of Personnel Services. 2) In all cases, the final decision rests with the department actually filling a position. 3) Recruitment at the higher echelons at times would appear to be done on the basis of personal acquaintances, colleagues, etc.

The benefits program available to staff women is the same as that provided for all other University employees with the exception of office and special/technical staff who are not eligible to participate in the University's retirement plan until after a year of employment and the attainment of age 35. The service staff's retirement plan is provided by the University according to union contract. In the matter of women receiving less monthly retirement income benefits than men who retire at the same age and who have the same accumulation of retirement funds, present rulings indicate that this is predicated on the fact that women live longer than men. Though differing in monthly benefits, income amounts for both are actuarially equal.

There is a grievance procedure, which was established with staff women involved, to resolve staff employee differences to the satisfaction of the complainants and their supervisors. In the event that no agreement can be reached, the matter is referred to the Director of Personnel Services. His decision is final, barring an appeal to the Administrative Council.

The Office of Personnel Services works closely with committees and departments on campus in developing improved benefits, interpreting policies, providing personnel statistics and reports, and generally counseling depar ment heads and/or the employees they supervise. It has also prepared a Staff Employees' Handbook which describes policies, benefits, etc. This handbook is presently under review by the Administration.

Nearly half (46%) of women staff members replied to the questionnaires. Of this group, 4.9% are professional staff, 22.9% are administrative staff, 62.5% are office staff, 4.8% are special/technical staff, and 4.9% are service staff.

The majority of the respondents indicated that they are not aware of

any discriminatory practices against women at Duquesne. Similarly, the majority feels that their male supervisors and colleagues: are informed about and sensitive to the differential needs of women (55.6%); do not consider women mentally inferior (62.5%); are not opposed to giving women equal status (61.1%) or having them as colleagues (68.8%); and are not in favor of women working in subordinate positions (59%).

The above percentages appear to reflect favorably upon the situation of the woman staff member, or more accurately, upon her awareness of her situation. Nonetheless, one cannot discount the proportion voicing the opposite point of view. In almost every case, the proportion taking the negative position closely parallels or is greater than that expressed by other groups replying to the identical questions. It should be noted that over half (52.8%) of the respondents felt that there were things the University could do to enhance the status of its women employees.

Many respondents indicated an awareness of discrimination against staff women at the University in the following areas:

Salaries — They feel that women's salaries are not equal to those of men doing the same work and are lower, in some cases where skills are required, than those of men performing unskilled work.

"There are male workers all over campus who have no skills but receive higher salaries than skilled women workers."

"Better wages for the work load of women and the responsibility that carries with it."

Promotions — They believe that women are not given the opportunity to advance to higher paying positions when vacancies occur even though there are women on campus as qualified as

Promotions (continued)

the men who ultimately fill the positions.

"More women should be in responsible positions - and chances for promotion should be better - men should take a long look and see who is really the backbone of DU-- WOMEN."

"Even when both men and women are equally qualified for jobs-- the jobs go to men."

Policies

They are of the opinion that more women should be appointed to committees where policy decisions are made which affect their status and benefits.

"Women are not consulted when policies are made which affect them."

"More women should be in policy-making bodies such as the Administrative Council; also there should be more women department heads."

General

They feel that women staff members are not given recognition or respect for their ability or the work they perform, which in most cases represents considerable responsibility and supports a male supervisor or department head. Staff women would like to see more women supervisors and department heads on campus. There is very strong feeling that women presently classified as managers, directors, and supervisors should be given the same supporting staff as their male counterparts and not be expected to accomplish the same tasks with less staff assistance. In addition, there is considerable resentment that, in areas where both men and women hold comparable administrative positions, men rather than women are regularly

General (continued) asked to attend professional meetings, and that men rather than women are regularly asked to take charge when the supervisor must be absent.

"Administration discriminates against staff women - there should be more recognition of and respect for women in all categories since each person's job is vital to the operation of the University."

"No respect is shown a woman for her ability - they are degraded and undergo many unfair practices at Duquesne."

The Committee met with several staff women who had requested an interview. Multiple grievances came to light. Dissatisfaction was expressed concerning: limitation of tuition benefits; low salaries; inequities in the sick pay policy; classification and clarification of jobs; absence of clearly stated and/or widely distributed policies concerning seniority and promotion of non-exempt employees; availability of classes during non-work hours; and other issues. Many of these dissatisfactions also appeared on the questionnaires. The Committee recognizes that in and of themselves these grievances, while serious, are not discriminatory. In theory, they could also affect men. In fact, they do not. We have a situation in which the complainants, almost entirely female in number, have their conditions of work down to the coffee break policy determined by an almost exclusively male administrative structure. Should one wonder then that they perceive their situation in terms of an anti-feminine bias?

In any case, the issues raised in both the questionnaires and the interview which reflect dissatisfaction in matters that could affect men as well as women will be summarized by the Committee and given to the Administration for review.

ALUMNAE AND FORMER WOMEN STUDENTS

An awareness of the home backgrounds of former women students and alumnae would seem necessary for a valid interpretation of their responses to the questionnaire, so single-minded are the majority in their view that at Duquesne men and women receive equal treatment. Eighty-one (76.4%) of those completing questionnaires were 21 to 30 years old; 13.2% from 31 to 40; 6.6%, 41 to 50; and 2.8%, over 50. The majority of them (52.8%) received their degrees in 1968 and 1969. For 75.5%, the highest earned degree at Duquesne was the Bachelor's. The rest of the respondents held a Master's from the University with none reporting an earned doctorate.

While most of the women students come from conservative, middle class homes where attitudes frequently persist in placing females in secondary positions both in and out of the home, a notable proportion evince awareness of anti-feminine attitudes at Duquesne. Significantly, though the majority (97%) expressed the opinion that Duquesne is equally concerned with educating men and women, this proportion dropped substantially and contradictorily in responses to questions about the attitudes of colleagues, instructors or supervisors toward women.

Seventy-three (68.9%) of the former women students and alumnae returning questionnaires answered negatively when asked whether they are aware of things at the University which are discriminatory in nature, while 8 (7.5%) responded affirmatively and 25 (23.6%) failed to respond. The affirmative answers rose sharply to 26.4% in answer to the question, "Are there things the University can do to enhance the education and status of women?"

Affirmative replies reached 20% or better in answers to questions concerning attitudes towards women. Over one-fourth (27.4%) saw colleagues,

instructors, and supervisors as well-meaning, but misinformed about women's needs; 21.7% felt their instructors had been anti-women in their teaching; and 23.6% found men at the University insensitive to women's needs. A smaller, but still meaningful percentage consider men at Duquesne as: opposed to having women as colleagues (20.8%); in favor of having women in subordinate positions (20.8%); opposed to giving women equal status (17.9%).

The Committee notes with interest that while the affirmative responses to the questions just cited remain close to or surpass 20% in each instance, almost the same percentage in most cases failed to answer.

Despite statistical indications that Duquesne is equally concerned with educating men and women, the often quoted statement, "You can prove anything with statistics.," would seem applicable in this situation. In their answers to the questionnaires, Duquesne alumnae and former women students who on the surface appeared generally satisfied and uncritical often indicated strong awareness of an anti-feminine bias in written replies to those questions which asked for discriminatory situations at Duquesne known to the respondents, or for suggestions as to ways the University might enhance the status and education of women. In trying to find an explanation for this apparent inconsistency between statistically tabulated responses and the written replies, the Committee could only conclude that the answer lies in <u>why</u> former women students and alumnae responded as they did.

Criticisms expressed touched upon many facets of the University. One of the most frequent negative comments concerned the provision of an athletic program with scholarships for men, with the lack of even an intramural sports program for women. A questionnaire containing strongly critical observations on Duquesne's stance toward women ends with a non-sequitur as a recommendation, "Help get rid of <u>Playboy</u> magazine."

A recent graduate, not included in the questionnaire but who asked in an interview if she could make a statement, said, "Women are tolerated, not encouraged at Duquesne. I could name numerous professors who regularly make disparaging remarks about women attending college and who mean to be taken seriously. Also, I was in the School of Education, but not once was I ever counseled about the opportunities available to me other than classroom teaching -- such as supervision, special education, etc. The counselor considered his job done after telling me the requirements for certification. Many other School of Education students told me that they received the same type of counseling."

A School of Nursing alumna recommended that Duquesne in its Nursing program " . . . have better qualified instructors. The professional nurse when I was in school wasn't considered an important part of the University scheme." In discussing matters at the University which she found inequitable or discriminatory, she said, "It may not be true at present, but in the Nursing program because we were all women, we had to have classes at night and were afforded the 'last pick' of good courses offered in the Liberal Arts area because we weren't considered really an integral part of the University. This, I feel, was a detriment to my education and, if I had it to do over, I would be more adamant in my demands."

A graduate who majored in Spanish indicated her feeling that women enjoy a less than favorable position at Duquesne due to the dominance of men. She urged " . . . more top positions in teaching and administration . . . " for women. A former French major in the College made the same recommendation. A history alumna urged " . . . more positive efforts toward recruitment of women . . . a day care center for children . . . "

Two different women responding to the question about additional offerings on the part of the University to enhance the education of women proposed additional courses in the Continuing Education Division. One commented, "Continuing education - such courses as Psychology of Women, Women in Politics, Women in the Church, would be helpful."

One woman recommends that Duquesne can enhance the education and status of women by " . . . allowing more women to enter the School of Law . . . " Another added, "More emphasis on pre-law for women is required. There should be a full physical education program for girls. The Duchesses died in 1968 so to speak."

Any bias an academician might have toward women students which affects his grading could be eliminated, one alumna said, by having students write an initial in place of a first name on examination papers. This alumna also added, "Women must be guided (by Career Planning and Placement) to look for jobs of equal status with men. It took me one and a half years to land a 'professional' position. Previously, I was only considered for secretarial work."

One graduate decried the lack of business management courses for women -- at least when she was on campus. "The business management courses were for men only. There also should be courses geared to women in business. Management courses should be in specific fields."

The concern about education that is career oriented was echoed by many alumnae. A graduate of the College said, "Duquesne should 'guide' women into more specific careers and/or teach them typing and shorthand. Women are not hired for their brains, potential or general education -- only men go into management training." Another urged that Duquesne " . . . offer more graduate job interviews with companies looking for employees in fields that women are

prone to major in -- almost, if not all, the job interviews on campus were for men. I found a job on my own, but most of my female friends were not as lucky."

COMMITTEE REPRESENTATION

It is obvious from a quick glance at the statistics that there is no preponderance of women on any of the University committees, except the one preparing this report. The situation is not significantly better in departmental and other committees. This is not a condemnation of specific people or committees for their inequitable selection of men rather than women as members. Nonetheless, the less than realistic feminine representation on committees, when considered with other parts of this report, clearly reflects a situation which appears to permiate the entire University: the lack of any substantial numbers of women in positions of relative authority, power or influence.

The most blatant example of this is the Administrative Council. With the exception of the current woman president of SGA, there is no woman serving on that Council. At the end of her term of office, this lone feminine voice on the Council could be replaced by a male president of the student organization.

The fact that the only woman member of the Administrative Council is a student is far from atypical. Indeed this is the case on many of the committees where the women listed as members are frequently the result of student representation on those committees.

It hardly seems out of line to question the negligible representation of women on most University committees. Three committees in particular merit additional specific mention: the Priorities Committee (total membership - 15: 14 men, 1 woman); the Ad Hoc Committee on Merit Increases (total membership - 5: 5 men, 0 women); and the Ad Hoc Committee on Admissions Standards (total membership - 5: 5 men, 0 women). They do not differ in feminine representation

from any of the other committees. It is interesting to note, however, that they were established after the Ad Hoc Committee on the Status of Women had started to function. One is indeed justified in wondering just how serious the University is when on one hand it establishes a committee to investigate the status of women (conceivably with a concerned interest for the position of women in the University), and on the other hand turns around and establishes three critical committees without including a woman on any one of them with the exception of the Executive Secretary of the Priorities Committee.[1]

It bears noting that though the Priorities Committee is " . . . free either to expand or contract its membership.," no women have been added to the completely male membership. The Committee acknowledges that to its knowledge, two women were asked to serve on this committee and refused. It is true, however, that among the full professors alone there are five women with a combined total of 135 years of service to the University, no one of whom was asked to serve. It would appear that the combined years of service

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[1] Some confusion would appear to exist about the membership on the Priorities Committee. Its membership is officially listed at fourteen men, one woman. In the Communicator of Thursday, December 2, 1971, the following statements appear:

"Father McAnulty named . . . Rev. Joseph A. Lauritis, Vice President for University Relations and Secretary of the University as temporary secretary until a full time executive secretary is hired."

"The committee decided that the new executive secretary, if he can't be recruited from the present faculty, could be sought among University professional personnel or from students in the evening division of the School of Law."

Neither one of the above statements suggests, nor did other statements appear to the effect that the Executive Secretary will also be a member of the Priorities Committee. The fact that the fourteen man committee proposed to look outside its own membership for its executive secretary implies exactly the opposite.

[2] Communicator, December 2, 1971.

of the six male lay faculty on the committee does not amount to 135 years. Years of service are by no means the sole criteria; however, this situation suggests in a small way how many qualified women have been overlooked for just this one committee.

None of this sets Duquesne University apart from the rest of academia. Perhaps it merely corroborates the fact that Duquesne like many institutions in our society is subject to the historical perspective of women that has so long shaped the roles we assign to both men and women. This is no excuse, however, for further restricting the role of women, especially in the supposedly mature, objective, and intellectual environment of a university.

UNIVERSITY COMMITTEE MEMBERSHIP

NAME OF COMMITTEE[1]	MEMBERSHIP[2] YEAR	TOTAL	MEN	WOMEN
Council of Academic Deans	71-72	10	7	3
Council on Student Services	71-72	10	9	1[3]
Council on University Relations	71-72	6	4	2
Pastoral Council	71-72	10	5	5
The Administrative Policy	71-72	6	5	3
Statutes	71-72	6	6	0
Priorities Committee[4,5]	71-72	15	14	1[6]
Ad Hoc Committee on Merit Increases[4]	71-72	5	5	0
Ad Hoc Committee on Admissions Standards[4]	71-72	5	5	0
Ad Hoc Committee on University Press	71-72	8	7	1
Ad Hoc Committee to Study the Status of Women	71-72	7	2	5
SEARCH COMMITTEES:				
for Academic Vice President	69-70	13	11	2
for Student Services Vice President	71-72	13	9	4
for Treasurer and Business Manager	72-73	10	9	1
for Dean of the Graduate School	70-71	8	7	1
for Dean of the School of Education	69-70	6	4	2
for Dean of the School of Pharmacy	1971	8	8	0
for Dean of the School of Music	71-72	9	8	1
for Dean of the School of Business & Administration	70-71	8	8	0
for Director of the African Institute	70-72	5	5	0
for Registrar	70-71	5	5	0

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[1] Individual committees are responsible to the Vice President in each respective area of the University, or the Dean of the School, or the Director, etc.

[2] Usually membership on committees is determined by equal representation from each of the areas of the University: Academic, Student Services, Business and Finance, University Relations, Buildings and Grounds, and frequently representatives from the Faculty Senate and the Student Government Association.

[3] On this committee, as on most of those that follow, the women members are most often student representatives.

[4] Formed after the establishment of the Committee to Study the Status of Women.

[5] Members were chosen to achieve "general" rather than "area" representation.

[6] Executive Secretary for the Committee.

NAME OF COMMITTEE	MEMBERSHIP YEAR	TOTAL	MEN	WOMEN
Black Studies	71-72	9	6	3
Honorary Degrees	71-72	7	5	2
Academic Advisement	71-72	9	7	2
Registration	71-72	7	6	1
Safety and Security	71-72	24	21	3
Admissions	71-72	8	6	2
Academic Calendar	71-72	7	4	3
Commencement	71-72	7	5	2
Athletic	71-72	13	12	1
Housing	71-72	11	5	6
Swimming Pool	71-72	11	6	5
Food Services	71-72	10	6	4
Staff Relations (now defunct)	71-72			1

Duquesne Union Policy Board:

YEAR:	66-67		67-68		68-69		69-70		70-71		71-72	
	M	W	M	W	M	W	M	W	M	W	M	W
Administration	1	1	2	2	2	0	2	0	2	0	2	0
Faculty	1	1	1	1	1	1	1	1	1	1	1	1
Alumni	0	0	0	0	0	0	0	0	1	0	1	0
Program Board	1	2	1	1	2	0	1	1	1	1	2	0
Student Government	1	1	2	2	2	2	2	2	2	2	4	0
	4	5	6	6	7	3	6	4	7	4	10	1

Alumni Board of Governors:

YEAR	ALUMNI TOTAL	MEN	WOMEN	STUDENTS TOTAL	MEN	WOMEN
66-67	21	18	3	None	-	-
67-68	21	18	3	None	-	-
68-69	56	45	11	6	4	2
69-70	47	38	9	4	3	1
70-71	32	23	9	6	1	5
71-72	30	21	9	6	4	2

SCHOOL COMMITTEE MEMBERSHIP

NAME OF COMMITTEE	YEAR	MEMBERSHIP TOTAL	MEN	WOMEN
COLLEGE OF ARTS AND SCIENCES:*				
Honors	66-67	7	7	0
Junior Year Abroad	66-67	5	4	1
Curriculum	67-68	7	7	0
	68-69	7	7	0
	69-70	7	7	0
	70-71	9	7	2
	71-72	8	7	1
University Grant	68-69	6	6	0
	69-70	7	7	0
	70-71	6	6	0
	71-72	7	6	1
Student Standing	66-67	5	3	2
	67-68	5	3	2
	68-69	5	3	2
	69-70	5	3	2
	70-71	5	3	2
	71-72	5	3	2
Testing	67-68	6	4	2
	68-69	3	2	1
	69-70	4	2	2
	70-71	4	3	1
Pre-Med	66-67	4	3	1
	68-69	6	4	2
	69-70	6	4	2
	70-71	6	4	2
	71-72	5	3	2
Pre-Legal	68-69	6	5	1
	69-70	6	5	1
	70-71	6	5	1
	71-72	6	4	2
Ad Hoc Advisement	71-72	6	3	3
Ad Hoc Philosophy of Curriculum	71-72	7	6	1
Ad Hoc Radio and T.V.	71-72	4	4	0
Ad Hoc Admissions	71-72	3	2	1

* Excluding students. Students were not on these committees until 69-70 academic year. In 69-70 and 70-71 years, two men and one woman were on the Curriculum Committee and one woman was on the Student Standing Committee.

NAME OF COMMITTEE	YEAR	TOTAL	MEN	WOMEN
SCHOOL OF BUSINESS AND ADMINISTRATION: (One full time woman faculty member)				
Task force to develop new graduate curriculum.....	71-72	5	4	1
SCHOOL OF EDUCATION:				
Student Standing.....	71-72	(fac)4	2	2
		(stu)3	1	2
Advisory.....	71-72	(fac)4	2	2
		(stu)8	3	5
Personnel.....	71-72	5	5	0
SCHOOL OF LAW: (15 full time faculty, 2 women)				
Academic Status.....	71-72	5	5	0
Clinical Legal Education.....	71-72	8	8	0
Curriculum.....	71-72	8	8	0
Facilities Planning.....	71-72	6	6	0
Faculty Salary.....	71-72	3	3	0
Faculty-Student Relations.....	71-72	11	11	0
Library.....	71-72	6	5	1
Programs.....	71-72	6	5	1(stu)
Rank & Tenure.....	71-72	8	8	0
Summer School.....	71-72	5	5	0
SCHOOL OF NURSING:				
All committees (12) consist of all women.....				
SCHOOL OF PHARMACY: (23 faculty, 1 woman-assistant professor)				
Curriculum.....	66-67	5	5	0
	67-68	4	4	0
	68-69	4	4	0
	69-70	5	5	0
	70-71	4	4	0
	71-72	6	5	1
Student Standing.....	66-67	4	4	0
	67-68	4	4	0
	68-69	3	3	0
	69-70	2	2	0
	70-71	3	3	0
	71-72	3	3	0

NAME OF COMMITTEE	YEAR	MEMBERSHIP TOTAL	MEN	WOMEN
SCHOOL OF PHARMACY (cont.)				
Scholarship & Financial Aid	66-67	3	3	0
	67-68	3	3	0
	68-69	3	3	0
	69-70	3	3	0
	70-71	3	3	0
	71-72	3	3	0
Bulletin & Philosophy	66-67	4	3	1
	67-68	3	2	1
	68-69	3	2	1
	69-70	3	2	1
	70-71	3	2	1
	71-72	4	3	1
Library	66-67	4	2	2
	67-68	4	3	1 (sec.)
	68-69	4	3	1 (sec.)
	69-70	4	3	1 (sec.)
	70-71	4	2	2
	71-72	4	2	2
Special Committee to Study Specific Areas of School Autonomy	66-67	4	4	0
Bylaws & Constitution	70-71	4	4	0
Faculty Standards	71-72	4	4	0
Seminar	70-71	3	3	0
	71-72	3	3	0
Foreign Prescription Translating	70-71	1	1	0
	71-72	1	1	0
Visiting Scientist & Continuing Education	70-71	2	2	0
	71-72	2	2	0
Disaster Preparedness	70-71	3	3	0
	71-72	3	3	0
Acceptance Standards for Graduation	70-71	3	3	0
	71-72	3	3	0
Committee to Review AACP Organization Proposal	71-72	2	2	0

FACULTY SENATE COMMITTEE MEMBERSHIP

NAME OF COMMITTEE	MEMBERSHIP YEAR	TOTAL	MEN	WOMEN
Tenure & Academic Freedom	71-72	5	4	1
Library	71-72	6	3	3
Budget	71-72	9	7	2
Athletics	71-72	4	4	0
Curriculum	71-72	10	9	1
Research	71-72	5	5	0
Admissions Policy	71-72	5	4	1
Honorary Degrees	71-72	5	5	0
Health & Welfare	71-72	8	5	3
Communications	71-72	7	6	1
Publications	71-72	4	3	1
Revision of Constitution	71-72	4	3	1
Handbook	71-72	2	1	1
Faculty Relations	71-72	2	2	0
Senate Priorities	71-72	4	3	1

BOARD OF DIRECTORS

The size and constitution of the Board of Directors is best evaluated by considering its development since the founding of the University. Our information comes from what is available in the University archives and from William Clees' dissertation on the history of Duquesne. Three groups are important to us here: the Board of Directors, the President's Advisory Board, and the Duquesne Foundation.

a) Board of Directors

The Board of Directors was established in 1882 to manage the business affairs of the newly chartered corporation. There were to be seven directors elected annually by and from the members of the Corporation. The first Board consisted of six Holy Ghost Fathers and another priest representing the Diocese of Pittsburgh.

In 1968 the Board was expanded to fifteen to include lay members. "One-third of these members were laymen drawn from alumni, the field of education, and the Duquesne University Foundation (mentioned below), the other members were chosen from the Congregation."[1]

According to the Bylaws (October 30, 1969), the Board of Directors shall consist of at least fifteen persons to be elected by the members of the corporation.

b) President's Advisory Board

In 1951 the President's Advisory Board was formed. Its members were outstanding businessmen and public figures. Its function was "to participate actively and constructively in the administration of the University, to plan

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[1] William James Clees, op. cit. p. 162

the strategy for the University's development program and to organize a steering committee to execute the planned strategy."[2] It was not a policy-making board but it did add to the administration some needed expertise in areas such as finance and building programs.

c) Duquesne Foundation

"At a meeting on February 18, 1963, the President's Advisory Board, organized under Father Gallagher's watchful eye in 1951, was dissolved. Father McAnulty felt it had become too close to the administration and had a tendency to approve whatever the Holy Ghost Fathers were doing. At this same meeting, the new Duquesne University Foundation was officially formed, held its first meeting, and voted into office the new Board of Trustees. The twenty-five members of the now defunct President's Advisory Board were invited to become Trustees of the new Foundation."[3]

By March, 1971, the Duquesne Foundation was not really active in any official capacity and the Corporation decided to ask the members to serve on the Board of Directors.

In 1971, the first two women were added to the Board. As President of the Women's Advisory Board and President of the Women's Guild, they serve as ex-officio members.[4]

Thus, combining the original Board of Directors, the President's Advisory Board, the Duquesne Foundation, and adding two additional members, the 1971 figures show forty-five members on the Board of Directors. All are men but two.

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2 William James Clees, op. cit. p. 132

3 William James Clees, op. cit. p. 155

4 Other ex-officio members of the Board include: President of the Alumni Association, Mayor of Pittsburgh, Provincial of the Holy Ghost Order, President of Duquesne University, Chairman of the County Commissioners, and a representative of the Diocese.

The Board has six standing committees. The Executive Committee consists of the Chairman of the Board, the Vice Chairman and the Chairman of the other five standing committees. The remaining five committees serve as advisory committees to each of the distinct areas of the University: Academic (Policies and Programs), Student Services, University Relations, Budget and Finance, and Buildings and Grounds. The two women serve on the Advisory Committee for the Student Services area.

Granted the origin of the University as a corporation deriving from a particular religious order of men, it is truly remarkable that in this era only two women sit, and only ex-officio, on the large and influential forty-five member Board of Directors. There are many outstanding women in the City of Pittsburgh, in philanthropic, professional, business, and educational fields whose expertise and commitment to private higher education would indeed benefit the University. One wonders why such resources have not been tapped.

HONORARY DEGREES

Duquesne University granted 261 honorary degrees from 1921, the first year they were awarded, through 1972. Of these, 250 went to men and 11 to women. Six of the women receiving honorary degrees were nuns and 2 of the other female recipients were granted their degrees within the past three years -- internationally known vocalist, Dorothy Maynor in 1970, and philanthropist and civic leader, Vira Ingham (Mrs. Clifford) Heinz in 1972.

The figures speak for themselves. Duquesne has been sparing in awarding honorary degrees to women.

An examination of the procedures for choosing honorary degree recipients over the past 50 years suggests the lack of firm guidelines for selection rather than a deliberate and overt anti-feminine bias to explain the dearth of honorary degrees awarded women. In April, 1971, the University approved the revision of T.A.P. No. 17[1] dealing with honorary degrees. This move, which resulted in a redefinition of the composition and procedures of an honorary degree committee representing all areas of the University, would seem to presage a greater sensitivity to the recognition of women's achievements.

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[1] The Administrative Policy

CONCLUSIONS

After a careful review of the data collected during this study, and thoughtful consideration of the attitudes and opinions expressed in both the questionnaires and the personal interviews, the Committee concluded as follows:

1. Women, whether faculty or staff, uniformly receive less pay than their male counterparts.

   a) Faculty - The Committee recognizes that certain factors such as publications, grants, longevity, etc., may legitimately explain some individual differences in salaries. Nonetheless, its own study of this issue indicates less than equitable treatment of women faculty. The Committee can find nothing to explain, for example, a $3,000 salary difference between a man and woman professor in the same department with identical credentials, nor the $10,400 difference between the highest paid full professor in the University (a man) and the lowest paid full professor (a woman).

   b) Staff - With two exceptions, male staff members earn more, often substantially more, than female staff members. Differences in average salary in any given category range from several hundred dollars to several thousand dollars. Among the most glaring discrepancies is the $2,500 difference between the average salary for the Class I office staff (entirely women) and the average salary of the male members of the Housekeeping staff.

2. Women are underrepresented in administrative and policy-making positions in proportion to their numbers among the faculty and staff.[1]

3. A disproportionate minority of women hold the rank of associate professor or full professor. The bulk of women faculty members are found in the lower, and most frequently non-tenured, ranks of lecturer, instructor, or assistant professor.

4. Women are underrepresented in the faculty in relation to number of women in the student body.

5. Students disclosed the existence of an anti-feminine bias in the classroom. This prejudice usually found expression in comments indicating the particular professor's low opinion of the women student's academic ability and professional potential.

6. An anti-feminine bias exists with regard to women faculty and staff. It takes the form of: selection of men rather than women to represent the University at professional meetings, to sit on committees, to take charge of an area in the absence of the chairman and/or superior; belittlement of research, etc., done by women; apparently different criteria for the promotion and tenure of women; attitudes and comments suggesting that women cannot compete professionally and are to be tolerated rather than accepted.

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[1] The Committee notes that, in reply to an informal inquiry about the replacement for the newly promoted Dean of Students, it was informed that the Vice President for Student Affairs would also serve as Dean of Students because " . . . the University cannot afford to fill both positions at this time." However, the recent resignation of the Treasurer prompted the search for two men, one to serve as Treasurer of the University and one to serve as Business Manager. The latter would be a completely new position.

7. Representation of women on decision-making committees is either non-existent or, where it exists, merely token with no relation to the proportion of women found in the University at all levels.
8. Women are inequitably represented on the Board of Trustees.
9. Women constitute an insignificant number (4.2%) of all recipients of honorary degrees from Duquesne University.
10. Support staff for women in administrative and/or supervisory positions is not as generous as that of men holding comparable positions.
11. Women students are treated unfavorably in the allocation of funds for intramural athletics and of time for use of the University's athletic facilities.
12. A significant proportion of all women who answered the questionnaires evinced awareness of inequitable attitudes, conditions, and treatment. The Committee recognizes that this number, with few exceptions, did not constitute a majority of the respondents. It can appreciate the inclination to dismiss these results. However, in defense of the import of these results, the Committee would cite a recent study made at the University of Michigan in which only 8% of the women surveyed admitted awareness of unfavorable treatment in their employment situation. A follow-up investigation revealed that gross inequities indeed did exist, leading the investigators to conclude that awareness of inequity does not necessarily equate with the reality of inequity. In view of the Michigan findings, the Committee suggests that the proportion of women at Duquesne indicating awareness of unfavorable treatment

is far from insignificant, and that their grievances merit serious consideration.

As a result of six months of investigations, interviews, and study, the Committee has come to the conclusion that women at Duquesne University do not enjoy full equality with men. In so stating, it recognizes that those injustices which do exist at the University did not result from deliberate and malicious intent. The Committee realizes that many of these inequities ensue from traditional patterns of socialization. In the case of a church-related institution such as Duquesne, the philosophical formation of the religious reinforces traditional outlooks, lending, as it were, divine approbation to attitudes which have no basis in fact and have long outgrown whatever motivation first inspired them.

The Committee accuses no one of deliberate injustice for the existing inequities. It would point out, however, that to allow such inequities to persist uncorrected would strongly imply intentional ill will. The Committee finds the situation of women at Duquesne University legally untenable, humanly intolerable, and morally indefensible.

RECOMMENDATIONS

The Committee recommends the following measures:

1. The establishment of a special fund for the implementation of effective measures to redress salary inequities suffered by all women at the University.[1]

2. Preparation and general distribution of a clearly stated list of non-exempt job classifications, said lists to include simple job descriptions and criteria for qualification for each position.

3. Readjustment of the beginning salary schedules of non-exempt employees to allow for a more realistic living wage.

4. Implementation of proper procedures to assure comparable staff support for current administrative positions held by men and women, and to ensure it for future positions.

5. Adjustment of the athletic budget to allow for a women's intramural athletic program with a paid director, and comparable in every way with the men's program currently in force.

6. Addition, for the purpose of a better-balanced staff, of a male professional to both the Office for Student Personnel and the Academic Advisement Office of the College of Liberal Arts and Sciences.[2]

7. Prompt measures to be taken to assure representation of women on all committees at all levels in proportion to their number among faculty, staff, and students.

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[1] Informal calculations suggest $90,000 as the size of this fund.

[2] It is to be clearly understood that the Committee in no way means here that the women directing these offices are to be replaced or superseded by a man. This recommendation is for the addition of a male assistant, not the replacement of any woman currently employed, with the understanding that said assistant would compete on the same basis as any woman for promotion and salary increments.

8. Immediate steps be taken for the prompt advancement of qualified women to administrative and policy-making positions, even if this would involve the temporary curtailment of the traditional department/school autonomy. The Committee concurs fully here with the position of Alan Pifer, President of the Carnegie Corporation of New York, and that of Sidney Marland, U. S. Commissioner of Education:

> "In meeting their institutional commitment to . . . women, colleges and universities may find they have to abridge somewhat traditional departmental autonomy. If the matter is left entirely to departments, the effort will certainly be uneven . . . Or it may be necessary to insist that before any appointment is made, a department must produce a list of women who were considered for the post and reasons in each case why they were rejected.[3]
>
> Equality for women in administrative positions in education is needed; to achieve equality, women must be involved in the substance of leadership -- that which requires intelligent understanding and courageous participation; women must help redefine education to make it more responsible . . . "[4]

9. Though not directly related to the question of the status of women, the prompt establishment of a computerized system for the accumulation and storage of essential data so that no future committee finds itself impeded in its work and limited in its scope by having to have data manually assembled.

10. Modification of the advice given women students by academic and vocational advisors so as to make the student aware of new and more flexible career possibilities in other than the traditional "women's fields."

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3 From an address before the Southern Association of Colleges and Schools, "Women in Higher Education." November 29, 1971

4 From an address before the Annual Meeting of the National Council of Administrative Women in Education. February, 1972

11. A combined effort of faculty and administration to formulate an active and useful advisement program for undergraduates of both sexes.

12. Revision of the University's medical services with a view to making them more effective as well as more pertinent for those whom it serves.

13. Equalization of retirement benefits between the sexes as detailed by the Equal Employment Opportunity Commission revised guidelines of April 5, 1972.

14. Formulation of an Affirmative Action Plan with clearly articulated measures to implement it effectively. The University should take the initiative now, in the spirit of human justice, rather than wait until it is forced to do so as a defensive step.

15. As a corollary to the above recommendation, the appointment of an Equal Employment Opportunities Officer, who would enjoy the cooperation and support of the Administration and the confidence of faculty and staff, to see to the impartial implementation of the University's Affirmative Action Program.

16. Broad distribution of criteria and methods for selecting recipients of honorary degrees so that names of suitable women candidates not known to the selections committee may be brought before the committee for its consideration.

17. Revision of fringe benefits for women to include maternity leaves and full family coverage for hospitalization.

18. Review of and adjustment in the University's retirement program for non-exempt staff so as to take into account the service of those who begin working for the University prior to their 35th birthday.

19. The addition, in view of the overwhelming interest expressed by students, of courses pertaining to women in all areas where possible.

20. Initiation of efforts to restructure the tenure and promotion policies to take into account part-time faculty at the University.

21. A University search in the community for qualified women to serve on the Board of Trustees, selecting said women on the same basis that it selects male trustees and in proportion to the number of women found in the University family.

22. Every effort be made at administrative, supervisory, and faculty levels to develop more positive attitudes towards women. If, as recent studies indicate, sex has no bearing on intelligence, academic capability, or professional competence, then sex should not enter at all into the evaluation of any woman, whether she be student, secretary, or professor.

In his address before the Southern Association of Colleges, previously cited in this report, Alan Pifer summarized the consensus of this Committee more eloquently than the Committee itself could. His statement follows:

> "What I have said is that women who have the ability and desire for careers in education and the professions should be given a fair chance to have them and that a fair chance, because of the accumulated negative impact of our cultural heritage, includes active encouragement and assistance to women . . . It seems to me this issue comes down basically to a matter of human justice. I hope all of you here will agree with me that until we have righted the wrong done to women in our society, the promise of American democracy will remain unfulfilled."

APPENDIX A

QUESTIONNAIRES

STATUS OF WOMEN AT DUQUESNE UNIVERSITY QUESTIONNAIRE

ALUMNAE AND FORMER WOMEN STUDENTS

(TOTAL RESPONSES: 106 # of replies indicated before answers to each question)

Date answered _____

Please circle only one answer to each question so that the questionnaire results may be tabulated by the computer.

1. What was the highest degree you earned at Duquesne University?

#	%	
80	75.5	1. Bachelor
26	24.5	2. Masters
0	0	3. Doctorate

2. When did you receive this degree?

#	%	
1	.9	1. 1966
17	16.0	2. 1967
30	28.3	3. 1968
26	24.5	4. 1969
19	17.9	5. 1970
13	12.3	no response (1971,etc)

3. If you withdrew, how many years of college work did you complete at the time you left?

#	%	
0	0	1. Less than one year
0	0	2. One to two years
0	0	3. Two to three years
0	0	4. Other _____
106	100.0	no response

4. In what area do you hold your degree from Duquesne?

_____

5. What was your major?

_____

6. If you earned another degree or are now working towards another one since graduating from Duquesne, in what field is this degree?

_____

7. Have you been employed in a paid position since obtaining a degree from Duquesne?

#	%	
101	95.3	1. Yes
5	4.7	2. No

8. If "yes" to number 7, indicate the condition of this work.

#	%	
85	80.2	1. Full-time
13	12.3	2. Part-time
3	2.8	3. Occasional
5	4.7	no response

9. If "yes" to number 7, is your present position classified as:

#	%	
7	6.6	1. Non-professional
6	5.7	2. Semi-professional
84	79.2	3. Professional
9	8.5	no response

10. Do you feel that the education you received at Duquesne:

a) Prepared you, or had you so chosen, would have prepared you for a meaningful career?

#	%	
93	92.5	1. Yes
7	6.6	2. No
1	.9	no response

b) Was as equally concerned with educating women as men?

#	%	
97	91.5	1. Yes
8	7.5	2. No
1	.9	no response

c) Adequately prepared you for post graduate life?

#	%	
82	77.4	1. Yes
18	17.0	2. No
6	5.7	no response

FOR WOMEN WHO WITHDREW

11. What were your major reasons for dropping out of school?

12. Would any change in university programs, policies or practices have kept you at Duquesne?

#	%	
0	0	1. Yes
0	0	2. No
106	100	no response

13. If "yes" to number 12, please indicate the changes.

14. Were any of the following important in your decision to leave school?

a) Humiliating treatment from faculty, staff or students?

#	%	
0	0	1. Yes
0	0	2. No
106	100	no response

b) Lack of faculty encouragement?

#	%	
0	0	1. Yes
0	0	2. No
106	100	no response

c) Inability to get student aid?

#	%	
0	0	1. Yes
0	0	2. No
106	100	no response

d) Financial problems?

#	%	
0	0	1. Yes
0	0	2. No
106	100	no response

e) Personal problems?

#	%	
0	0	1. Yes
0	0	2. No
106	100	no response

f) Poor grades?

#	%	
0	0	1. Yes
0	0	2. No
106	100	no response

g) Unstimulating classes?

#	%	
0	0	1. Yes
0	0	2. No
106	100	no response

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b) Lack of interest on your part?

#	%	
0	0	1. Yes
0	0	2. No
106	100	no response

h

15. Do you plan to continue your education at some future date?

#	%	
6	5.7	1. Yes
1	.9	2. No
99	93.4	no reponse

15

16. If you are already back in school, are you at:

a) Another college or university?

#	%	
3	2.8	1. Yes
0	0	2. No
103	97.2	no response

16 a

b) A junior college

#	%	
0	0	1. Yes
0	0	2. No
106	100	no response

b

c) A business or technical school?

#	%	
0	0	1. Yes
0	0	2. No
106	100	no response

c

GENERAL

17. What is your age?

#	%	
0	0	1. 20 or under
81	76.4	2. 21 -30
14	13.2	3. 31 - 40
7	6.6	4. 41 - 50
3	2.8	5. Over 50
1	.9	no response

17

18. Are you?

#	%	
0	0	1. Black
105	99.1	2. White
0	0	3. Spanish Amer.
0	0	4. Oriental
0	0	5. Amer. Indian
0	0	6. Other_____
1	.9	no response

18

19. If child care facilities were provided by the university, would you return to continue your studies?

#	%	
12	11.3	1. Yes
34	32.1	2. No
60	56.6	no response

19

20. Did you have instructors, colleagues, or supervisors at Duquesne whom you considered?

a) Anti-women in their teaching?

#	%	
23	21.7	1. Yes
81	76.4	2. No
2	1.9	no response

20 a

b) Opposed to having women as colleagues?

#	%	
22	20.8	1. Yes
79	74.5	2. No
5	4.7	no response

b

c) To feel that women are mentally inferior to men?

#	%	
18	17.0	1. Yes
85	80.2	2. No
3	2.8	no response

c

d) In favor of having women only in sub-ordinate positions?

#	%	
22	20.8	1. Yes
77	72.6	2. No
7	6.6	no response

d

e) Insensitive to the differential needs of women?

#	%	
25	23.6	1. Yes
77	72.6	2. No
4	3.8	no response

e

N

f) Opposed to giving women equal status?

#	%	
19	17.9	1. Yes
66	62.3	2. No
21	19.8	no response

f

g) Exploitive of women?

#	%	
10	9.4	1. Yes
73	68.9	2. No
23	21.7	no response

g

h) Mainly interested in women as sexual objects?

#	%	
14	13.2	1. Yes
65	61.3	2. No
27	25.5	no response

h

i) Well meaning, but misinformed about women and their needs?

#	%	
29	27.4	1. Yes
52	49.1	2. No
25	23.6	no response

i

=

21. Do you think there are things the university can do beyond its present offerings (educational and other) that would enhance the education and status of women?

#	%	
28	26.4	1. Yes
49	46.2	2. No
29	27.4	no response

21

22. If "yes" to number 21, what would you recommend?

_____

_____

_____

_____

_____

22

23. Are you aware of anything relating to the status of women at Duquesne, which you feel represents an inequity or is discriminatory in nature?

#	%	
8	7.5	1. Yes
73	68.9	2. No
25	23.6	no response

23

24. If "yes" to number 23, please specify here, or arrange with a member of the Ad Hoc Committee for a confidential interview.

_____

_____

_____

_____

_____

24

AD HOC COMMITTEE

Dr. Francesca Colecchia, Mod. Lang. Dept., Ext. 6406
Mr. William Delahan, Public Information, Ext. 6050
Miss Ruth Harberth, Personnel Services, Ext. 6575
Dr. Bruce Martin, Pharmacy, Ext. 6376
Miss Inez Miles, SMC 1001, Ext. 6986
Mrs. Cindy Rank, Campus Ministry, Ext. 6021
Miss Patricia Watt, Student Services, Ext. 6657

STATUS OF WOMEN AT DUQUESNE QUESTIONNAIRE

WOMEN FACULTY ... includes ALL faculty polled

(TOTAL RESPONSES: 62...percentages of replies indicated before answers to each question)

Date answered _____

Please circle only one answer to each question so that questionnaire may be tabulated by the computer.

1. What is your present rank?

#	%	
20	32.3	1. Instructor
28	45.2	2. Assistant Professor
5	8.1	3. Associate Professor
8	12.9	4. Professor
0	0	5. Librarian
1	1.6	6. Other (specify)_____

2. What is your present status?

#	%	
55	88.7	1. Full-time
6	9.7	2. Part-time
1	1.6	no response

3. How long have you been a faculty member at Duquesne?

#	%	
22	35.5	1. Less than 3 years
24	38.7	2. 3-6 years
6	9.7	3. 7-10 years
4	6.5	4. 11-15 years
1	1.6	5. 16-20 years
5	8.1	6. More than 21 years

4. How long have you held your present rank?

#	%	
35	56.5	1. Less than 3 years
20	32.3	2. 3-6 years
2	3.2	3. 7-10 years
4	6.5	4. 11-15 years
1	1.6	5. More than 15 years

5. In what department do you hold your appointment?

_____

6. Do you have tenure?

#	%	
19	30.6	1. Yes
43	69.4	2. No

7. If "yes" to number 6, how long were you employed at Duquesne before receiving tenure?

#	%	
2	3.2	1. Less than 3 years
6	9.7	2. 3-6 years
10	16.1	3. 7-10 years
0	0	4. 11-15 years
1	1.6	5. More than 15 years
43	69.4	no response

8. If "yes" to number 6, had you been employed prior to coming to Duquesne at the rank of instructor or above on a full-time basis at an institution of higher learning?

#	%	
8	12.9	1. Yes
15	24.2	2. No
39	62.9	no response

9. If "yes" to number 8, how long were you so employed?

#	%	
1	1.6	1. Less than 3 years
6	9.7	2. 3-7 years
0	0	3. 8-10 years
1	1.6	4. 11-15 years
0	0	5. More than 15 years
54	87.1	no response

10. What is the highest degree you earned? Check degree and enter date.

#	%	
4	6.5	1. Bachelor_____
45	72.6	2. Masters_____
12	19.4	3. Doctorate_____
1	1.6	no response

11. If you are presently working on a degree, check degree and enter your major.

#	%	
2	3.2	1. Masters_____
7	11.3	2. Doctorate_____
53	85.5	no response

12. Does your department provide released time for you to work on your degree, if you so desire?

#	%	
16	25.8	1. Yes
26	41.9	2. No
20	32.3	no response

13. Do you believe that at Duquesne faculty men are paid more than faculty women of comparable stature?

#	%	
44	71.0	1. Yes
8	12.9	2. No
10	16.1	no response

14. If you believe that men in your department of comparable stature and qualifications to yours are paid more than you for equal responsibilities and work load, how much more per year would you estimate this to be?

#	%	
8	12.9	1. Less than $1000
10	16.1	2. $1000 to $1999
6	9.7	3. $2000 to $2999
3	4.8	4. $3000 to $3999
3	4.8	5. $4000 to $1999
0	0	6. More than $5000
32	51.6	no response

15. What is your present salary? (Question refers to regular academic year only, not to summer courses or overload).

#	%	
6	9.7	1. $5000 or less
33	53.2	2. $5001 to $10,000
18	29.0	3. $10,001 to $15,000
3	4.8	4. $15,001 to $20,000
0	0	5. $20,001 to $25,000
1	1.6	6. More than $25,000
1	1.6	no response

16. Are you a member of the graduate faculty?

#	%	
19	30.6	1. Yes
41	66.1	2. No
2	3.2	no response

17. How many graduate students do you supervise?

#	%	
32	51.6	1. None
8	12.9	2. Less than 5
1	1.6	3. 5-10
5	8.1	4. More than 10
16	25.8	no response

18. How many undergraduate advisees do you have?

#	%	
15	24.2	1. None
2	3.2	2. Less than 5
12	19.4	3. 5-10
18	29.0	4. 11-15
9	14.5	5. More than 15
6	9.7	

19. Do you serve on any departmental committees?

#	%	
40	64.5	1. Yes
19	30.6	2. No
3	4.8	no response

20. Do you serve on any school committees? (Nursing, Education, etc.)

#	%	
31	50.0	1. Yes
28	45.2	2. No
3	4.8	no response

21. Do you serve on any university committee?

#	%	
18	29.0	1. Yes
41	66.1	2. No
3	4.8	no response

22. Have you ever been asked to serve on a departmental committee?

#	%	
40	64.5	1. Yes
19	30.6	2. No
3	4.8	no response

23. Have you ever been asked to serve on a school committee?

#	%	
32	51.6	1. Yes
27	43.5	2. No
3	4.8	no response

24. Have you ever been asked to serve on a university committee?

#	%	
22	35.5	1. Yes
39	62.9	2. No
1	1.6	no response

25. Have you ever had administrative duties you felt warranted released time but found you were unable to get such time?

#	%	
6	9.7	1. Yes
53	85.5	2. No
3	4.8	no response

26. If "yes" to number 25, why were you unable to get released time?

_____

_____

_____

_____

. Do you believe it possible that you could eventually become chairman of your department? 27

#	%	
12	19.4	1. Yes
31	50.0	2. No
14	22.6	3. Don't know
5	8.1	no response

28. If "no" to number 27, do you believe that your sex is the main variable which accounts for this fact? 28

#	%	
5	8.1	1. Yes
26	41.9	2. No
31	50.0	no response

29. Do you feel that women are less likely to be recruited and hired for a faculty position in your department than men? 29

#	%	
14	22.6	1. Yes
42	67.7	2. No
6	9.7	no response

30. Do you feel that the qualifications and conditions of hiring are different for women than for men in your department? 30

#	%	
13	21.0	1. Yes
39	62.9	2. No
10	16.1	no response

31. Do you believe that your department provides you with the same opportunities for additional professional employment as are provided men? (Refers to summer courses and overload courses) 31

#	%	
25	40.3	1. Yes
14	22.6	2. No.
20	32.3	3. Not applicable
3	4.8	no response

32. Do you believe that current channels for job recruitment afford women as equal an opportunity for employment as men? 32

#	%	
21	33.9	1. Yes
28	45.2	2. No
13	21.0	no response

33. If "yes" to number 32, in what way? 33

_____

_____

_____

_____

34. What is your normal course load? 34

#	%	
5	8.1	1. 3-6 hours
9	14.5	2. 7-9 hours
24	38.7	3. 10-12 hours
2	3.2	4. 13-15 hours
17	27.4	5. More than 15 hours
5	8.1	no response

35. If you are employed full-time but teaching less than nine hours, is this? 35

#	%	
9	14.5	1. Normal in your dept.
4	6.5	2. Less than normal because of administrative duties?
0	0	3. Temporary a) for personal reasons ? b) to allow time to complete dissertation? c) to allow for research?
49	79.0	no response

36. How does your course load compare with that of men in your department? 36

#	%	
31	50.0	1. Same as that of men
3	4.8	2. More than that of men
1	1.6	3. Less than that of men
27	43.5	no response

37. Do other faculty members ever ask you to lecture in their classes? 37

#	%	
17	27.4	1. Yes
39	62.9	2. No
6	9.7	no response

38. To your knowledge, are women undergraduate students ever explicitly encouraged by faculty in your department to go on to graduate work? 38

#	%	
49	79.0	1. Yes
2	3.2	2. No
10	16.1	3. Don't know
1	1.6	no response

39. To your knowledge, are women graduate students ever explicitly encouraged by faculty in your department to complete graduate studies? 39

#	%	
32	51.6	1. Yes
2	3.2	2. No
15	21.2	3. Don't know
13	21.0	no response

40. In your opinion, are there any discriminatory recruiting policies for students based on sex in any departments of the university?

#	%	
2	3.2	1. Yes
15	24.2	2. No
45	72.6	3. Don't know

41. If "yes" to number 40, in which departments or schools do you feel this is most typical?

42. Would you advise interested women students to major in your department?

#	%	
54	87.1	1. Yes
5	8.1	2. No
3	4.8	no response

43. Do you think it would be desirable to institute courses in your department specifically on or about women?

#	%	
11	17.7	1. Yes
45	72.6	2. No
6	9.7	no response

44. Would you favor the establishment of a women's studies program at Duquesne?

#	%	
20	32.3	1. Yes
37	59.7	2. No
5	8.1	no response

WITH REFERENCE TO YOUR DEPT.

45. Are you involved in the recruitment and hiring of faculty?

#	%	
27	43.5	1. Yes
32	51.6	2. No
3	4.8	no response

46. Are you asked to suggest names of candidates for faculty positions?

#	%	
37	59.7	1. Yes
23	37.1	2. No
2	3.2	no response

47. Are you consulted on matters of policy decisions?

#	%	
31	50.0	1. Yes
11	17.7	2. No
18	29.0	3. At times
2	3.2	

48. Do you feel that you are treated fairly in the distribution of funds for travel to professional meetings?

#	%	
19	30.6	1. Yes
24	38.7	2. No
19	30.6	no response

49. Are you consulted when advisees are assigned to you?

#	%	
22	35.5	1. Yes
32	51.6	2. No
8	12.9	no response

50. Do you feel that you get the same consideration as men in sabbatical leave approval?

#	%	
20	32.3	1. Yes
6	9.7	2. No
36	58.1	no response

51. Do you feel that your salary increments are equal to those of men in your department with similar rank and responsibilities?

#	%	
14	22.6	1. Yes
21	33.9	2. No
27	43.5	no response

52. Do you feel that you were hired at a rank and salary commensurate with your training and experience?

#	%	
18	29.0	1. Yes
41	66.1	2. No
3	4.8	no response

53. Do you believe that present fringe benefits (health insurance etc.) adequately meet the needs of faculty women?

#	%	
44	71.0	1. Yes
11	17.7	2. No
7	11.3	no response

54. If "no" to number 53 what suggestions would you make?

55. If you think that there are specific educational needs of women that are not being fulfilled by your department, indicate your recommendations to correct this.

GENERAL

56. What is your age?

#	%	
9	14.5	1. 20-29
19	30.6	2. 30-39
19	30.6	3. 40-49
12	19.4	4. 50-59
1	1.6	5. 60 or over
2	3.2	no response

56

57. Are you:

#	%	
0	0	1. Black
60	96.8	2. White
0	0	3. Spanish American
0	0	4. American Indian
0	0	5. Oriental
0	0	6. Other
2	3.2	no response

57

58. If quality child care facilities were made available by the university, would you be likely to use them?

#	%	
15	24.2	1. Yes
16	25.8	2. No
31	50.0	3. Not applicable

58

59. If "yes" to number 58, what time of day would you use such facilities?

#	%	
10	16.1	1. All day
2	3.2	2. Morning
1	1.6	3. Afternoon
0	0	4. Evening
0	0	5. Night
1	1.6	6. Other
48	77.4	no response

59

60. If "yes" to number 58, for what age children would you need facilities?

#	%	
3	4.8	1. Less than 2 years
7	11.3	2. 3-5 years
1	1.6	3. 6-8 years
0	0	4. More than 9 years
3	4.8	5. A combination of the above
48	77.4	no response

60

61. Do you know of anyone adversely effected by nepotism?

#	%	
5	8.1	1. Yes
45	72.6	2. No
12	19.4	no response

61

62. Do you have colleagues or supervisors whom you would consider:

62

a) Anti-women in their teaching?

#	%	
10	16.1	1. Yes
43	69.4	2. No
9	14.5	no response

a)

b) Opposed to having women as colleagues?

#	%	
14	22.6	1. Yes
41	66.1	2. No
7	11.3	no response

b)

c) Of the opinion that women are mentally inferior to men?

#	%	
20	32.3	1. Yes
35	56.5	2. No
7	11.3	no response

c)

d) In favor of hiring women only in subordinate positions?

#	%	
21	33.9	1. Yes
32	51.6	2. No
9	14.5	no response

d)

e) In favor of retaining women only in subordinate positions?

#	%	
22	35.5	1. Yes
32	51.6	2. No
8	12.9	no response

e)

f) Insensitive to the needs of women?

#	%	
26	41.9	1. Yes
28	45.2	2. No
8	12.9	no response

f)

g) Opposed to granting women equal status?

#	%	
25	40.3	1. Yes
29	46.8	2. No
8	12.9	no response

g)

h) Exploitive of women?

#	%	
18	29.0	1. Yes
36	58.1	2. No
8	12.9	no response

h)

i) Mainly interested in women as sexual objects?

#	%	
11	17.7	1. Yes
40	64.5	2. No
11	17.7	no response

i)

j) Well meaning but mis-informed about women?

#	%	
26	41.9	1. Yes
26	41.9	2. No

j)

3. Do you feel there are other things that the university can do beyond its present offerings (educational and other) to enhance the education and status of women faculty?

#	%	
27	43.5	1. Yes
20	32.3	2. No
15	24.2	no response

63

64. If "yes to number 63, what would you recommend?

64

65. Are you aware of anything relating to the status of women at Duquesne, which you feel represents an inequity or is discriminatory in nature?

#	%	
18	29.0	1. Yes
33	53.2	2. No
11	17.7	no response

65

If "yes" please specify here, or arrange with a member of the Ad Hoc Committee for a confidential interview.

AD HOC COMMITTEE

Dr. Francesca Colecchia, Modern Language Dept. Ext. 6406
Mr. William Delahan, Public Information, Ext. 6050
Miss Ruth Harberth, Office of Personnel Services, Ext. 6575
Dr. Bruce Martin, School of Pharmacy, Ext. 6356
Miss Inez Miles, SMC 1001, Ext. 6966
Mrs. Cindy Rank, Campus Ministry, Ext. 6021
Miss Patricia Watt, Student Services, Ext. 6657

STATUS OF WOMEN AT DUQUESNE QUESTIONNAIRE

WOMEN FACULTY ... Librarians and Library Faculty not included

(Total responses: 37...percentages of replies indicated before answers to each question)

Date answered_____

Please circle only one answer to each question so that questionnaire may be tabulated by the computer.

1. What is your present rank? — 1

#	%	
10	27.0	1. Instructor
19	51.4	2. Assistant Professor
3	8.1	3. Associate Professor
4	10.8	4. Professor
0	0	5. Librarian
1	2.7	6. Other (specify)_____

2. What is your present status? — 2

#	%	
31	83.8	1. Full-time
6	16.2	2. Part-time

3. How long have you been a faculty member at Duquesne? — 3

#	%	
9	24.3	1. Less than 3 years
16	43.2	2. 3-6 years
5	13.5	3. 7-10 years
3	8.1	4. 11-15 years
0	0	5. 16-20 years
4	10.8	6. More than 21 years

4. How long have you held your present rank? — 4

#	%	
17	45.9	1. Less than 3 years
15	40.5	2. 3-6 years
1	2.7	3. 7-10 years
3	8.1	4. 11-15 years
1	2.7	5. More than 15 years

5. In what department do you hold your appointment? — 5

_____

6. Do you have tenure? — 6

#	%	
13	35.1	1. Yes
24	64.9	2. No

7. If "yes" to number 6, how long were you employed at Duquesne before receiving tenure? — 7

#	%	
0	0	1. Less than 3 years
5	13.5	2. 3-6 years
7	18.9	3. 7-10 years
0	0	4. 11-15 years
1	2.7	5. More than 15 years
24	64.9	no response

8. If "yes" to number 6, had you been employed prior to coming to Duquesne at the rank of instructor or above on a full-time basis at an institution of higher learning? — 8

#	%	
5	13.5	1. Yes
11	29.7	2. No
21	56.8	no response

9. If "yes" to number 8, how long were you so employed? — 9

#	%	
1	2.7	1. Less than 3 years
3	8.1	2. 3-7 years
0	0	3. 8-10 years
1	2.7	4. 11-15 years
0	0	5. More than 15 years
32	86.5	no response

10. What is the highest degree you earned? Check degree and enter date. — 10

#	%	
1	2.7	1. Bachelor_____
25	67.6	2. Masters_____
10	27.0	3. Doctorate_____
1	2.7	no response

11. If you are presently working on a degree, check degree and enter your major. — 11

#	%	
0	0	1. Masters_____
7	18.9	2. Doctorate_____
30	81.1	no response

12. Does your department provide released time for you to work on your degree, if you so desire? — 12

#	%	
8	21.6	1. Yes
13	35.1	2. No
16	43.2	no response

13. Do you believe that at Duquesne faculty men are paid more than faculty women of comparable stature? — 13

#	%	
27	73.0	1. Yes
6	16.2	2. No
4	10.8	no response

14. If you believe that men in your department of comparable stature and qualifications to yours are paid more than you for equal responsibilities and work load, how much more per year would you estimate this to be?

#	%	
8	21.6	1. Less than $1000
8	21.6	2. $1000 to $1999
5	13.5	3. $2000 to $2999
2	5.4	4. $3000 to $3999
2	5.4	5. $4000 to $4999
0	0	6. More than $5000
12	32.4	no response

15. What is your present salary? (Question refers to regular academic year only, not to summer courses or overload).

#	%	
6	16.2	1. $5000 or less
16	43.2	2. $5001 to $10,000
13	35.1	3. $10,001 to $15,000
1	2.7	4. $15,001 to $20,000
0	0	5. $20,001 to $25,000
1	2.7	6. More than $25,000

16. Are you a member of the graduate faculty?

#	%	
19	51.4	1. Yes
16	43.2	2. No
2	5.4	

17. How many graduate students do you supervise?

#	%	
17	45.9	1. None
8	21.6	2. Less than 5
1	2.7	3. 5-10
5	13.5	4. More than 10
6	16.2	no response

18. How many undergraduate advisees do you have?

#	%	
14	37.8	1. None
2	5.4	2. Less than 5
8	21.6	3. 5-10
3	8.1	4. 11-15
6	16.2	5. More than 15
4	10.8	no response

19. Do you serve on any departmental committees?

#	%	
19	51.4	1. Yes
16	43.2	2. No
2	5.4	no response

20. Do you serve on any school committees? (Nursing, Education, etc.)

#	%	
10	27.0	1. Yes
24	64.9	2. No
3	8.1	no response

21. Do you serve on any university committee?

#	%	
8	21.6	1. Yes
26	70.3	2. No
3	8.1	no response

22. Have you ever been asked to serve on a departmental committee?

#	%	
20	54.1	1. Yes
15	40.5	2. No
2	5.4	no response

23. Have you ever been asked to serve on a school committee?

#	%	
12	32.4	1. Yes
23	62.2	2. No
2	5.4	no response

24. Have you ever been asked to serve on a university committee?

#	%	
13	35.1	1. Yes
23	62.2	2. No
1	2.7	no response

25. Have you ever had administrative duties you felt warranted released time but found you were unable to get such time?

#	%	
3	8.1	1. Yes
31	83.8	2. No
3	8.1	no response

26. If "yes" to number 25, why were you unable to get released time?

_____

_____

_____

_____

27. Do you believe it possible that you could eventually become chairman of your department?

#	%	
7	18.9	1. Yes
20	54.1	2. No
9	24.3	3. Don't know
1	2.7	no response

28. If "no" to number 27, do you believe that your sex is the main variable which accounts for this fact?

#	%	
5	13.5	1. Yes
13	35.1	2. No
19	51.4	no response

29. Do you feel that women are less likely to be recruited and hired for a faculty position in your department than men?

#	%	
13	35.1	1. Yes
21	56.8	2. No
3	8.1	no response

30. Do you feel that the qualifications and conditions of hiring are different for women than for men in your department?

#	%	
11	29.7	1. Yes
23	62.2	2. No
3	8.1	no response

31. Do you believe that your department provides you with the same opportunities for additional professional employment as are provided men? (Refers to summer courses and overload courses)

#	%	
20	54.1	1. Yes
10	27.0	2. No.
6	16.2	3. Not applicable
1	2.7	no response

32. Do you believe that current channels for job recruitment afford women as equal an opportunity for employment as men?

#	%	
12	32.4	1. Yes
19	51.4	2. No
6	16.2	no response

33. If "yes" to number 32, in what way?

_____

_____

_____

_____

34. What is your normal course load?

#	%	
1	2.7	1. 3-6 hours
7	18.9	2. 7-9 hours
23	62.2	3. 10-12 hours
0	0	4. 13-15 hours
4	10.8	5. More than 15 hours
2	5.4	no response

35. If you are employed full-time but teaching less than nine hours, is this?

#	%	
2	5.4	1. Normal in your dept.
3	8.1	2. Less than normal because of administrative duties?
0	0	3. Temporary a) for personal reasons ? b) to allow time to complete dissertation? c) to allow for research?
32	86.5	no response

36. How does your course load compare with that of men in your department?

#	%	
31	83.8	1. Same as that of men
2	5.4	2. More than that of men
1	2.7	3. Less than that of men
3	8.1	no response

37. Do other faculty members ever ask you to lecture in their classes?

#	%	
11	29.7	1. Yes
23	62.2	2. No
3	8.1	no response

38. To your knowledge, are women undergraduate students ever explicitly encouraged by faculty in your department to go on to graduate work?

#	%	
28	75.7	1. Yes
2	5.4	2. No
7	18.9	3. Don't know

39. To your knowledge, are women graduate students ever explicitly encouraged by faculty in your department to complete graduate studies?

#	%	
26	70.3	1. Yes
2	5.4	2. No
8	21.6	3. Don't know
1	2.7	no response

40. In your opinion, are there any discriminatory recruiting policies for students based on sex in any departments of the university?

#	%	
1	2.7	1. Yes
8	21.6	2. No
28	75.7	3. Don't know

41. If "yes" to number 40, in which departments or schools do you feel this is most typical?

_____

_____

42. Would you advise interested women students to major in your department?

#	%	
34	91.9	1. Yes
3	8.1	2. No

43. Do you think it would be desirable to institute courses in your department specifically on or about women?

#	%	
9	24.3	1. Yes
25	67.6	2. No
3	8.1	no response

44. Would you favor the establishment of a women's studies program at Duquesne?

#	%	
15	40.5	1. Yes
18	48.6	2. No
4	10.8	no response

WITH REFERENCE TO YOUR DEPT.

45. Are you involved in the recruitment and hiring of faculty?

#	%	
11	29.7	1. Yes
23	62.2	2. No
3	8.1	no response

46. Are you asked to suggest names of candidates for faculty positions?

#	%	
16	43.2	1. Yes
19	51.4	2. No
2	5.4	no response

47. Are you consulted on matters of policy decisions?

#	%	
16	43.2	1. Yes
9	24.3	2. No
10	27.0	3. At times
2	5.4	no response

48. Do you feel that you are treated fairly in the distribution of funds for travel to professional meetings?

#	%	
16	43.2	1. Yes
7	18.9	2. No
14	37.8	no response

49. Are you consulted when advisees are assigned to you?

#	%	
15	40.5	1. Yes
15	40.5	2. No
7	18.9	no response

50. Do you feel that you get the same consideration as men in sabbatical leave approval?

#	%	
14	37.8	1. Yes
1	2.7	2. No
22	59.5	no response

51. Do you feel that your salary increments are equal to those of men in your department with similar rank and responsibilities?

#	%	
12	32.4	1. Yes
17	45.9	2. No
8	21.6	no response

52. Do you feel that you were hired at a rank and salary commensurate with your training and experience?

#	%	
8	21.6	1. Yes
27	73.0	2. No
2	5.4	no response

53. Do you believe that present fringe benefits (health insurance etc.) adequately meet the needs of faculty women?

#	%	
23	62.2	1. Yes
8	21.6	2. No
6	16.2	no response

54. If "no" to number 53 what suggestions would you make?

_____

_____

_____

55. If you think that there are specific educational needs of women that are not being fulfilled by your department, indicate your recommendations to correct this.

_____

_____

_____

GENERAL

56. What is your age?

#	%	
6	16.2	1. 20-29
11	29.7	2. 30-39
9	24.3	3. 40-49
9	24.3	4. 50-59
1	2.7	5. 60 or over
1	2.7	no response

56

57. Are you:

#	%	
0	0	1. Black
35	94.6	2. White
0	0	3. Spanish American
0	0	4. American Indian
0	0	5. Oriental
0	0	6. Other
2	5.4	no response

57

58. If quality child care facilities were made available by the university, would you be likely to use them?

#	%	
9	24.3	1. Yes
11	29.7	2. No
17	45.9	3. Not applicable

58

59. If "yes" to number 58, what time of day would you use such facilities?

#	%	
4	10.8	1. All day
2	5.4	2. Morning
1	2.7	3. Afternoon
0	0	4. Evening
0	0	5. Night
1	2.7	6. Other
29	78.4	no response

59

60. If "yes" to number 58, for what age children would you need facilities?

#	%	
3	8.1	1. Less than 2 years
3	8.1	2. 3-5 years
1	2.7	3. 6-8 years
0	0	4. More than 9 years
1	2.7	5. A combination of the above
29	78.4	no response

60

61. Do you know of anyone adversely effected by nepotism?

#	%	
4	10.8	1. Yes
26	70.3	2. No
7	18.9	no response

61

62. Do you have colleagues or supervisors whom you would consider:

62

a) Anti-women in their teaching?

#	%	
6	16.2	1. Yes
25	67.6	2. No
6	16.2	no response

a)

b) Opposed to having women as colleagues?

#	%	
10	27.0	1. Yes
23	62.2	2. No
4	10.8	no response

b)

c) Of the opinion that women are mentally inferior to men?

#	%	
11	29.7	1. Yes
21	56.8	2. No
5	13.5	no response

c)

d) In favor of hiring women only in subordinate positions?

#	%	
14	37.8	1. Yes
18	48.6	2. No
5	13.5	no response

d)

e) In favor of retaining women only in subordinate positions?

#	%	
14	37.8	1. Yes
18	48.6	2. No
5	13.5	no response

e)

f) Insensitive to the needs of women?

#	%	
16	43.2	1. Yes
16	43.2	2. No
5	13.5	no response

f)

g) Opposed to granting women equal status?

#	%	
15	40.5	1. Yes
17	45.9	2. No
5	13.5	no response

g)

h) Exploitive of women?

#	%	
11	29.7	1. Yes
21	56.8	2. No
5	13.5	no response

h)

i) Mainly interested in women as sexual objects?

#	%	
6	16.2	1. Yes
24	64.9	2. No
7	18.9	no response

i)

j) Well meaning but misinformed about women?

#	%	
20	54.1	1. Yes
11	29.7	2. No
6	16.2	no response

j)

63. Do you feel there are other things that the university can do beyond its present offerings (educational and other) to enhance the education and status of women faculty?

#	%	
15	40.5	1. Yes
9	24.3	2. No
13	35.1	no response

63

64. If "yes to number 63, what would you recommend?

64

65. Are you aware of anything relating to the status of women at Duquesne, which you feel represents an inequity or is discriminatory in nature?

#	%	
10	27.0	1. Yes
17	45.9	2. No
10	27.0	no response

65

If "yes" please specify here, or arrange with a member of the Ad Hoc Committee for a confidential interview.

AD HOC COMMITTEE

Dr. Francesca Colecchia, Modern Language Dept. Ext. 6406
Mr. William Delahan, Public Information, Ext. 6050
Miss Ruth Harberth, Office of Personnel Services, Ext. 6575
Dr. Bruce Martin, School of Pharmacy, Ext. 6356
Miss Inez Miles, SMC 1001, Ext. 6986
Mrs. Cindy Rank, Campus Ministry, Ext. 6021
Miss Patricia Watt, Student Services, Ext. 6657

STATUS OF WOMEN AT DUQUESNE QUESTIONNAIRE

WOMEN FACULTY ... Nursing and Library ONLY

(TOTAL RESPONSES: 25...percentages of replies indicated before answers to each question)

Date answered _____

Please circle only one answer to each question so that questionnaire may be tabulated by the computer.

1. What is your present rank?

#	%		
10	40.0	1. Instructor	1
9	36.0	2. Assistant Professor	
2	8.0	3. Associate Professor	
4	16.0	4. Professor	
0	0	5. Librarian	
0	0	6. Other (specify)_____	

2. What is your present status?

#	%		
24	96.0	1. Full-time	2
0	0	2. Part-time	
1	4.0	no response	

3. How long have you been a faculty member at Duquesne?

#	%		
13	52.0	1. Less than 3 years	3
8	32.0	2. 3-6 years	
1	4.0	3. 7-10 years	
1	4.0	4. 11-15 years	
1	4.0	5. 16-20 years	
1	4.0	6. More than 21 years	

4. How long have you held your present rank?

#	%		
18	72.0	1. Less than 3 years	4
5	20.0	2. 3-6 years	
1	4.0	3. 7-10 years	
1	4.0	4. 11-15 years	
0	0	5. More than 15 years	

5. In what department do you hold your appointment?

_____ 5

6. Do you have tenure?

#	%		
6	24.0	1. Yes	6
19	76.0	2. No	

7. If "yes" to number 6, how long were you employed at Duquesne before receiving tenure?

#	%		
2	8.0	1. Less than 3 years	7
1	4.0	2. 3-6 years	
3	12.0	3. 7-10 years	
0	0	4. 11-15 years	
0	0	5. More than 15 years	
19	76.0		

8. If "yes" to number 6, had you been employed prior to coming to Duquesne at the rank of instructor or above on a full-time basis at an institution of higher learning?

#	%		
3	12.0	1. Yes	8
4	16.0	2. No	
18	72.0	no response	

9. If "yes" to number 8, how long were you so employed?

#	%		
0	0	1. Less than 3 years	9
3	12.0	2. 3-7 years	
0	0	3. 8-10 years	
0	0	4. 11-15 years	
0	0	5. More than 15 years	
22	88.0	no response	

10. What is the highest degree you earned? Check degree and enter date.

#	%		
3	12.0	1. Bachelor_____	10
20	80.0	2. Masters_____	
2	8.0	3. Doctorate_____	

11. If you are presently working on a degree, check degree and enter your major.

#	%		
2	8.0	1. Masters_____	11
0	0	2. Doctorate_____	
23	92.0	no response	

12. Does your department provide released time for you to work on your degree, if you so desire?

#	%		
8	32.0	1. Yes	12
13	52.0	2. No	
4	16.0	no response	

13. Do you believe that at Duquesne faculty men are paid more than faculty women of comparable stature?

#	%		
17	68.0	1. Yes	13
2	8.0	2. No	
6	24.0	no response	

14. If you believe that men in your department of comparable stature and qualifications to yours are paid more than you for equal responsibilities and work load, how much more per year would you estimate this to be?

#	%	
0	0	1. Less than $1000
2	8.0	2. $1000 to $1999
1	4.0	3. $2000 to $2999
1	4.0	4. $3000 to $3999
1	4.0	5. $4000 to $4999
0	0	6. More than $5000
20	80.0	no response

15. What is your present salary? (Question refers to regular academic year only, not to summer courses or overload).

#	%	
0	0	1. $5000 or less
17	68.0	2. $5001 to $10,000
5	20.0	3. $10,001 to $15,000
2	8.0	4. $15,001 to $20,000
0	0	5. $20,001 to $25,000
0	0	6. More than $25,000
1	4.0	no response

16. Are you a member of the graduate faculty?

#	%	
0	0	1. Yes
25	100.0	2. No

17. How many graduate students do you supervise?

#	%	
15	60.0	1. None
0	0	2. Less than 5
0	0	3. 5-10
0	0	4. More than 10
10	40.0	no response

18. How many undergraduate advisees do you have?

#	%	
1	4.0	1. None
0	0	2. Less than 5
4	16.0	3. 5-10
15	60.0	4. 11-15
3	12.0	5. More than 15
2	8.0	no response

19. Do you serve on any departmental committees?

#	%	
21	84.0	1. Yes
3	12.0	2. No
1	4.0	no response

20. Do you serve on any school committees? (Nursing, Education, etc.)

#	%	
21	84.0	1. Yes
4	16.0	2. No

21. Do you serve on any university committee?

#	%	
10	40.0	1. Yes
15	60.0	2. No

22. Have you ever been asked to serve on a departmental committee?

#	%	
20	80.0	1. Yes
4	16.0	2. No
1	4.0	no response

23. Have you ever been asked to serve on a school committee?

#	%	
20	80.0	1. Yes
4	16.0	2. No
1	4.0	no response

24. Have you ever been asked to serve on a university committee?

#	%	
9	36.0	1. Yes
16	64.0	2. No

25. Have you ever had administrative duties you felt warranted released time but found you were unable to get such time?

#	%	
3	12.0	1. Yes
22	88.0	2. No

26. If "yes" to number 25, why were you unable to get released time?

_____

_____

_____

_____

. Do you believe it possible that you could eventually become chairman of your department? 27

#	%	
5	20.0	1. Yes
11	44.0	2. No
5	20.0	3. Don't know
4	16.0	no response

28. If "no" to number 27, do you believe that your sex is the main variable which accounts for this fact? 28

#	%	
0	0	1. Yes
13	52.0	2. No
12	48.0	no response

29. Do you feel that women are less likely to be recruited and hired for a faculty position in your department than men? 29

#	%	
1	4.0	1. Yes
21	84.0	2. No
3	12.0	no response

30. Do you feel that the qualifications and conditions of hiring are different for women than for men in your department? 30

#	%	
2	8.0	1. Yes
16	64.0	2. No
7	28.0	no response

31. Do you believe that your department provides you with the same opportunities for additional professional employment as are provided men? (Refers to summer courses and overload courses) 31

#	%	
5	20.0	1. Yes
4	16.0	2. No.
14	56.0	3. Not applicable
2	8.0	no response

32. Do you believe that current channels for job recruitment afford women as equal an opportunity for employment as men? 32

#	%	
9	36.0	1. Yes
9	36.0	2. No
7	28.0	no response

33. If "yes" to number 32, in what way? 33

_____

_____

_____

_____

34. What is your normal course load? 34

#	%	
4	16.0	1. 3-6 hours
2	8.0	2. 7-9 hours
1	4.0	3. 10-12 hours
2	8.0	4. 13-15 hours
13	52.0	5. More than 15 hours
3	12.0	no response

35. If you are employed full-time but teaching less than nine hours, is this? 35

#	%	
7	28.0	1. Normal in your dept.
1	4.0	2. Less than normal because of administrative duties?
0	0	3. Temporary a) for personal reasons ? b) to allow time to complete dissertation? c) to allow for research?
17	68.0	no response

36. How does your course load compare with that of men in your department? 36

#	%	
0	0	1. Same as that of men
1	4.0	2. More than that of men
0	0	3. Less than that of men
24	96.0	no response

37. Do other faculty members ever ask you to lecture in their classes? 37

#	%	
6	24.0	1. Yes
16	64.0	2. No
3	12.0	no response

38. To your knowledge, are women undergraduate students ever explicitly encouraged by faculty in your department to go on to graduate work? 38

#	%	
21	84.0	1. Yes
0	0	2. No
3	12.0	3. Don't know
1	4.0	no response

39. To your knowledge, are women graduate students ever explicitly encouraged by faculty in your department to complete graduate studies? 39

#	%	
6	24.0	1. Yes
0	0	2. No
7	28.0	3. Don't know
12	48.0	no response

40. In your opinion, are there any discriminatory recruiting policies for students based on sex in any departments of the university?

#	%	
1	4.0	1. Yes
7	28.0	2. No
17	68.0	3. Don't know

41. If "yes" to number 40, in which departments or schools do you feel this is most typical?

42. Would you advise interested women students to major in your department?

#	%	
20	80.0	1. Yes
2	8.0	2. No
3	12.0	no response

43. Do you think it would be desirable to institute courses in your department specifically on or about women?

#	%	
2	8.0	1. Yes
20	80.0	2. No
3	12.0	no response

44. Would you favor the establishment of a women's studies program at Duquesne?

#	%	
5	20.0	1. Yes
19	76.0	2. No
1	4.0	no response

WITH REFERENCE TO YOUR DEPT.

45. Are you involved in the recruitment and hiring of faculty?

#	%	
16	64.0	1. Yes
9	36.0	2. No

46. Are you asked to suggest names of candidates for faculty positions?

#	%	
21	84.0	1. Yes
4	16.0	2. No

47. Are you consulted on matters of policy decisions?

#	%	
15	60.0	1. Yes
2	8.0	2. No
8	32.0	3. At times

48. Do you feel that you are treated fairly in the distribution of funds for travel to professional meetings?

#	%	
3	12.0	1. Yes
17	68.0	2. No
5	20.0	no response

49. Are you consulted when advisees are assigned to you?

#	%	
7	28.0	1. Yes
17	68.0	2. No
1	4.0	no response

50. Do you feel that you get the same consideration as men in sabbatical leave approval?

#	%	
6	24.0	1. Yes
5	20.0	2. No
14	56.0	no response

51. Do you feel that your salary increments are equal to those of men in your department with similar rank and responsibilities?

#	%	
2	8.0	1. Yes
4	16.0	2. No
19	76.0	no response

52. Do you feel that you were hired at a rank and salary commensurate with your training and experience?

#	%	
10	40.0	1. Yes
14	56.0	2. No
1	4.0	no response

53. Do you believe that present fringe benefits (health insurance etc.) adequately meet the needs of faculty women?

#	%	
21	84.0	1. Yes
3	12.0	2. No
1	4.0	no response

54. If "no" to number 53 what suggestions would you make?

55. If you think that there are specific educational needs of women that are not being fulfilled by your department, indicate your recommendations to correct this.

GENERAL

56. What is your age?

#	%	
3	12.0	1. 20-29
8	32.0	2. 30-39
10	40.0	3. 40-49
3	12.0	4. 50-59
0	0	5. 60 or over
1	4.0	no response

56

57. Are you:

#	%	
0	0	1. Black
25	100.0	2. White
0	0	3. Spanish American
0	0	4. American Indian
0	0	5. Oriental
0	0	6. Other

57

58. If quality child care facilities were made available by the university, would you be likely to use them?

#	%	
6	24.0	1. Yes
5	20.0	2. No
14	56.0	3. Not applicable

58

59. If "yes" to number 58, what time of day would you use such facilities?

#	%	
6	24.0	1. All day
0	0	2. Morning
0	0	3. Afternoon
0	0	4. Evening
0	0	5. Night
0	0	6. Other

59

60. If "yes" to number 58, for what age children would you need facilities?

#	%	
0	0	1. Less than 2 years
4	16.0	2. 3-5 years
0	0	3. 6-8 years
0	0	4. More than 9 years
2	8.0	5. A combination of the above
19	76.0	no response

60

61. Do you know of anyone adversely effected by nepotism?

#	%	
1	4.0	1. Yes
19	76.0	2. No
5	20.0	no response

61

62. Do you have colleagues or supervisors whom you would consider:

62

a) Anti-women in their teaching?

#	%	
4	16.0	1. Yes
18	72.0	2. No
3	12.0	no response

a)

b) Opposed to having women as colleagues?

#	%	
4	16.0	1. Yes
18	72.0	2. No
3	12.0	no response

b)

c) Of the opinion that women are mentally inferior to men?

#	%	
9	36.0	1. Yes
14	56.0	2. No
2	8.0	no response

c)

d) In favor of hiring women only in subordinate positions?

#	%	
7	28.0	1. Yes
14	56.0	2. No
4	16.0	no response

d)

e) In favor of retaining women only in subordinate positions?

#	%	
8	32.0	1. Yes
14	56.0	2. No
3	12.0	no response

e)

f) Insensitive to the needs of women?

#	%	
10	40.0	1. Yes
12	48.0	2. No
3	12.0	no response

f)

g) Opposed to granting women equal status?

#	%	
10	40.0	1. Yes
12	48.0	2. No
3	12.0	no response

g)

h) Exploitive of women?

#	%	
7	28.0	1. Yes
15	60.0	2. No
3	12.0	no response

h)

i) Mainly interested in women as sexual objects?

#	%	
5	20.0	1. Yes
16	64.0	2. No
4	16.0	no response

i)

j) Well meaning but misinformed about women?

#	%	
6	24.0	1. Yes
15	60.0	2. No
4	16.0	no response

j)

63. Do you feel there are other things that the university can do beyond its present offerings (educational and other) to enhance the education and status of women faculty?

#	%	
12	48.0	1. Yes
11	44.0	2. No
2	8.0	no response

64. If "yes to number 63, what would you recommend?

65. Are you aware of anything relating to the status of women at Duquesne, which you feel represents an inequity or is discriminatory in nature?

#	%	
8	32.0	1. Yes
16	64.0	2. No
1	4.0	no response

If "yes" please specify here, or arrange with a member of the Ad Hoc Committee for a confidential interview.

AD HOC COMMITTEE

Dr. Francesca Colecchia, Modern Language Dept. Ext. 6406
Mr. William Delahan, Public Information, Ext. 6050
Miss Ruth Herberth, Office of Personnel Services, Ext. 6575
Dr. Bruce Martin, School of Pharmacy, Ext. 6356
Miss Inez Miles, SMC 1001, Ext. 6986
Mrs. Cindy Rank, Campus Ministry, Ext. 6021
Miss Patricia Watt, Student Services, Ext. 6657

'ATUS OF WOMEN AT DUQUESNE QUESTIONNAIRE

GRADUATE WOMEN

(TOTAL RESPONSES: 67...percentages of replies indicated before the answers to each question)

Date answered_____

SYSTEMS CENTER

...that we might have the results of these questionnaires tabulated by the computer we k that you circle ONLY ONE answer to each question. If you feel you must make ditional comments please put them on an extra sheet of paper.

1

In what year graduate school are you enrolled?

#	%	
28	41.8	1. 1st
26	38.8	2. 2nd
8	11.9	3. 3rd
1	1.5	4. 4th
3	4.5	5. 5th or more
1	1.5	no reponse

2

On what degree are you working?

#	%	
55	82.1	(1.) Masters
4	6.0	2. Doctorate
7	10.4	3. Other (specify)
1	1.5	no response

3

In what department or school are you enrolled?

4

Did you consider applying or did you make application to any other department at Duquesne?

#	%	
6	9.0	(1.) Yes
61	91.0	2. No

5

If "yes" to number 4, what led to your decision to enter the department you are currently enrolled in?

6

How much longer do you estimate it will take to obtain your degree?

#	%	
34	50.7	1. Less than 1 yr.
23	34.3	(2.) 1 to 2 yrs.
7	10.4	3. 3 to 4 yrs.
3	4.5	4. more than 4 yrs.

7

What type of financial aid do you receive?

#	%	
54	80.6	(1.) None
		University granted:
2	3.0	2. Graduate assistantship
4	6.0	3. Teaching assistantship
0	0	4. Research assistantship
7	10.4	5. Other (specify)

8

Do you anticipate future difficulties in receiving aid?

#	%	
48	71.6	(1.) Not applicable
0	0	2. Yes
15	22.4	3. No
4	6.0	no reponse

9

If "yes" to number 8, why?

10

Do you feel that the way fellowships and assistantships are awarded in your department discriminates against women?

#	%	
2	3.0	1. Yes
15	22.4	2. No
50	74.5	(3.) Don't know

11

If "yes" to number 10, in what way?

12

If you are a teaching or research assistant, do you think that more work is required of women graduate assistants than men in your department?

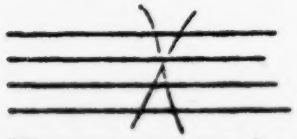
#	%	
0	0	1. More required of women
7	10.4	2. Same required of men and women
0	0	3. Less required of women
48	71.6	(4.) Not applicable
12	17.9	no response

13

Do you feel that present policies of your department for admitting students to graduate school place women at a disadvantage?

#	%	
3	4.5	1. Yes
62	92.5	(2.) No
2	3.0	no response

4. If "yes" to number 13, in what way?



14

5. When you were an undergraduate, did the idea of your attending graduate school seem like a real possibility?

#	%	
47	70.1	(1.) Yes
19	28.4	2. No
1	1.5	no response

15

6. Do you feel that faculty in your department ever explicitly encourage undergraduate women to do graduate work?

#	%	
26	38.8	(1.) Encourage
0	0	2. Discourage
21	31.3	(3.) Neither
12	17.9	4. Some of both
8	11.9	no response

16

7. If an undergraduate at Duquesne were you ever explicitly encouraged or discouraged by faculty from doing graduate level work when you were an undergraduate?

#	%	
15	22.4	(1.) Encouraged
0	0	2. Discouraged
15	22.4	3. Neither
2	3.0	4. Some of both
35	52.2	no response

17

8. With reference to number 17, did this encouragement, discouragement, or lack of either have any influence on your decision to go to graduate school?

#	%	
0	0	1. It encouraged me to go
5	7.5	2. It had a subtly positive effect
1	1.5	3. It had a subtly negative effect
1	1.5	4. It discouraged me
20	29.9	(5.) It had no effect
34	50.7	no response

18

9. Do the instructors you have now explicitly encourage you to complete graduate work?

#	%	
33	49.3	(1.) Encourage
0	0	2. Discourage
29	43.3	3. Neither
3	4.5	4. Some of both
2	3.0	no response

19

20. What do you consider the most important factors which influenced you in your decision to do graduate work?

20

21. If you could make the decision all over again, would you go to graduate school?

#	%	
65	97.0	(1.) Yes
1	1.5	2. No
1	1.5	no response

21

22. Do you feel that your status in your department is in any way diminished by the fact that you are a woman?

#	%	
7	10.4	1. Yes
58	86.6	(2.) No
2	3.0	no response

22

23. If "yes" to number 22, indicate how.

23

24. How many different female instructors have you had as a graduate student at Duquesne?

#	%	
43	64.2	(1.) None
13	19.4	(2.) 1
8	11.9	3. 2
2	3.0	4. 3
0	0	5. 4
0	0	6. 5
0	0	7. 6
0	0	8. 7
1	1.5	9. 8 or more

24

25. How long do you anticipate using your education throughout your life in professional work situations?

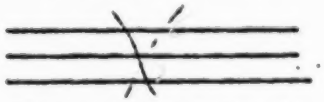
#	%	
0	0	1. 0 to 2 yrs.
3	4.6	2. 3 to 5 yrs.
2	3.0	3. 6 to 8 yrs.
5	7.5	4. 9 to 11 yrs.
1	1.5	5. 13 to 15 yrs.
31	46.3	(6.) 16 yrs. or more
24	35.8	7. Have no idea
1	1.5	no response

25

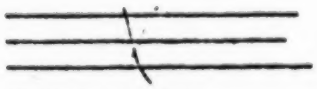
26. Do you think there are particular educational needs of women that are not being fulfilled by programs in your department?

#	%	
11	16.4	1. Yes
56	83.6	(2.) No

27. If "yes" to number 26, what specific recommendations do you have?



28. What recommendations do you have for improving the status of women graduate students?



29. What is your age?

#	%	
0	0	1. 20 or under
50	74.6	(2.) 21 to 30
6	9.0	3. 31 to 40
10	14.9	4. 41 to 50
1	1.5	5. 51 to 60
0	0	6. 61 or over

30. Are you ?

#	%	
0	0	1. Black
66	98.5	(2.) White
0	0	3. Spanish Amer.
0	0	4. Oriental
0	0	5. Amer. Indian
0	0	6. Other (specify)
1	1.5	no response

31. If quality child care facilities were made available by the University, would you be likely to use them?

#	%	
17	25.4	1. Yes
49	73.1	(2.) No
1	1.5	no response

32. If "yes" to number 31, what time of day would you use such facilities?

#	%	
5	7.5	1. All day
2	3.0	2. Morning
0	0	3. Afternoon
0	0	4. Evening
0	0	5. Night
11	16.4	6. Combination
0	0	7. Other
49	73.1	no response

26 | 27 | 28 | 29 | 30 | 31 | 32

33. If "yes" to number 31, for what age children do you need facilities? (33)

#	%	
7	10.4	1. 2 yrs. or less
3	4.5	2. 3 to 5 yrs.
0	0	3. 6 to 8 yrs.
0	0	4. 9 yrs. or more
5	7.5	5. A combination of the above
52	77.6	no response

DO YOU HAVE COLLEAGUES, INSTRUCTORS OR SUPERVISORS WHOM YOU WOULD CONSIDER:

34. Anti-women in their teaching? (34)

#	%	
14	20.9	1. Yes
51	76.1	(2.) No
2	3.0	no response

35. Opposed to having women as colleagues? (35)

#	%	
13	19.4	1. Yes
52	77.6	(2.) No
2	3.0	no response

36. To feel that women are mentally inferior to men? (36)

#	%	
16	23.9	1. Yes
48	71.6	(2.) No
3	4.5	no response

37. In favor of having women hired only in subordinate positions? (37)

#	%	
15	22.4	1. Yes
47	70.1	(2.) No
5	7.5	no response

38. Insensitive to the differential needs of women? (38)

#	%	
17	25.4	1. Yes
47	70.1	(2.) No
3	4.5	no response

39. Opposed to granting women equal status? (39)

#	%	
16	23.9	1. Yes
48	71.6	(2.) No
3	4.5	no response

40. Exploitive of women? (40)

#	%	
13	19.4	1. Yes
53	79.1	(2.) No
1	1.5	no response

41. Mainly interested in women as sexual objects? (41)

#	%	
11	16.4	1. Yes
53	79.1	(2.) No
3	4.5	no response

42. Well meaning, but misinformed about women and their needs?

#	%	
20	29.9	1. Yes
43	64.2	(2.) No
4	6.0	No response

43. Do you think there are things that the University can do beyond its present offerings (educational and other) that would enhance the education and status of women?

#	%	
22	32.8	1. Yes
38	56.7	(2.) No
7	10.4	No response

44. If "yes" to number 43, what recommendations would you make?

42

43

44

45. Are you aware of anything, relating to the status of any or all women at Duquesne, which you feel represents an inequity or is discriminatory in nature?

#	%	
3	4.5	1. Yes
58	86.6	(2.) No
6	9.0	No response

46. If "yes" please specify here, or arrange with a member of the Ad Hoc Committee for a confidential interview.

AD HOC COMMITTEE

Dr. Francesca Colecchia, Modern Lang. Dept., Ext. 6406
Mr. William Doleban, Public Information, Ext. 6050
Miss Ruth Harberth, Office of Personnel Services, Ext. 6575
Dr. Bruce Martin, School of Pharmacy, Ext. 6356
Miss Inez Miles, SMC 1001, Ext. 6986
Mrs. Cindy Rank, Campus Ministry, Ext. 6021
Miss Patricia Watt, Student Services, Ext. 6657

STATUS OF WOMEN AT DUQUESNE UNIVERSITY

WOMEN UNDERGRADUATE STUDENTS

(TOTAL RESPONSES: 274...percentages of replies indicated before the answers to each question)

Date answered _____

Please circle only one answer to each question so that the questionnaire results may be tabulated by the computor.

1. What is your declared or intended undergraduate major?

_____

2. In what school are you currently enrolled?

#	%	
86	31.4	(1) College of Arts & Sciences
107	39.1	(2) Education
21	7.7	(3) Pharmacy
4	1.5	(4) Music
9	3.3	(5) Business & Administration
46	16.8	(6) Nursing
1	.4	no response

3. At what level are you in school?

#	%	
23	8.4	(1) Freshman
63	23.0	(2) Sophomore
83	30.3	(3) Junior
102	37.2	(4) Senior
3	1.1	(5) Special

4. What is your Q.P.A. ?

#	%	
9	3.3	(1) 2.0 or less
63	23.0	(2) 2.1 - 2.5
89	32.5	(3) 2.6 - 3.0
74	27.0	(4) 3.1 - 3.5
37	13.5	(5) 3.6 or more
2	.7	no response

5. If you have changed your major or your proposed major since beginning college, please indicate what your original intended major was and all other majors which you have seriously considered.

_____
_____
_____
_____
_____

6. Why did you change your major? Please enter reason in blank, i.e.

(1) advisement
(2) professor attitude

_____

7. Have you seriously considered going on to graduate school for an advanced degree?

#	%	
197	71.9	(1) Yes
75	27.4	(2) No
2	.7	no response

8. If "yes" to number 7, in what field?

_____

9. If "yes" to number 7, what are the most important factors in your consideration of graduate study?

_____
_____
_____
_____
_____
_____

DO ANY OF THE FOLLOWING CHARACTERIZE YOUR FEELINGS ABOUT GRADUATE SCHOOL?

10. Family pressure tends to discourage me.

#	%	
24	8.8	(1) Yes
235	85.8	(2) No
15	5.5	no response

11. Financial pressure tends to discourage me.

#	%	
136	49.6	(1) Yes
122	44.5	(2) No
16	5.8	no response

12. I feel it would interfere with marriage.

#	%	
39	14.2	(1) Yes
216	78.8	(2) No
19	6.9	no response

13. I don't feel academically adequate.

#	%	
47	17.2	(1) Yes
211	77.0	(2) No
16	5.8	no response

14. Graduate School isn't necessary to achieve my goals.

#	%	
93	33.9	(1) Yes
160	58.4	(2) No
21	7.7	no response

15. I have more interesting or challenging plans.

#	%	
65	23.7	(1) Yes
188	68.6	(2) No
21	7.7	

16. I just haven't thought about it.

#	%	
29	10.6	(1) Yes
212	77.4	(2) No
33	12.0	no response

17. Have you ever been explicitly encouraged by any of your instructors to go to graduate school?

#	%	
65	23.7	(1) Yes
193	70.4	(2) No
16	5.8	no response

10

11

12

13

14

15

16

17

18. Do you feel for the most part faculty in your school encourage undergraduate women either overtly or subtly to do graduate work?

#	%	
49	17.9	(1) Encourage
3	1.1	(2) Discourage
148	54.0	(3) Neither encourage nor discourage
56	20.4	(4) Don't know
18	6.6	no response

18

19. If you ever sought advice or information from your major advisor, were you satisfied that your advisor provided you with the same kind of advice or information you would have received if you were a man?

#	%	
104	38.0	(1) Yes
50	18.2	(2) No
52	19.0	(3) Not sure
47	17.2	(4) Never sought advice or information
21	7.7	no response

19

20. How effective do you feel that your academic counseling has been at Duquesne University?

20

21. Do you plan to use your education in a paid employment situation?

#	%	
3	1.1	(1) Not at all
94	34.3	(2) Full time before I get married and/or have children
60	21.9	(3) Full time after I get married and/or have children

21

#	%	
46	16.8	(4) Full time indefinitely
24	8.8	(5) Full time temporarily, part time indefinitely
4	1.5	(6) Part time temporarily, full time indefinitely
2	.7	(7) Part time indefinitely
7	2.6	(8) Part time after I get married and/or have children
0	0	(9) Part time before I get married and/or have children
0	0	(10) Other (specify)
34	12.4	no response

2. Do you feel inhibited about participating in classroom discussion? 22

#	%	
107	39.1	(1) Yes
163	59.5	(2) No
4	1.5	no response

DO ANY OF THE FOLLOWING CHARACTERIZE YOUR FEELINGS ABOUT PARTICIPATION IN CLASSROOM DISCUSSIONS?

3. I don't feel I have anything to contribute. 23

#	%	
37	13.5	(1) Yes
232	84.7	(2) No
5	1.8	no response

4. I feel that the instructor subtly discourages me. 24

#	%	
42	15.3	(1) Yes
228	83.2	(2) No
4	1.5	no response

5. I feel that the instructor actively discourages me. 25

#	%	
12	4.4	(1) Yes
257	93.8	(2) No
5	1.8	no response

6. I feel that the other class members discourage me. 26

#	%	
47	17.2	(1) Yes
223	81.4	(2) No
4	1.5	no response

7. I would just prefer to listen. 27

#	%	
129	47.1	(1) Yes
134	48.9	(2) No
11	4.0	no response

28. Would you be interested in taking any of the courses on women that are offered in the College? 28

#	%	
192	70.1	(1) Yes
75	27.4	(2) No
7	2.6	no response

29. Do you feel you need financial assistance to stay in school? 29

#	%	
205	74.8	(1) Yes
67	24.5	(2) No
2	.7	no response

30. If you have applied for a scholarship and/or grant, have you been able to get one? 30

#	%	
162	59.1	(1) Yes
49	17.9	(2) No
61	22.3	(3) Not applicable
2	.7	no response

31. If you have applied for a student loan, have you been able to get one? 31

#	%	
144	52.6	(1) Yes
30	10.9	(2) No
95	34.7	(3) Not applicable
5	1.8	no response

32. How many different female instructors have you had as a student at Duquesne? 32

#	%	
8	2.9	(1) None
29	10.6	(2) 1
47	17.2	(3) 2
50	18.2	(4) 3
25	9.1	(5) 4
28	10.2	(6) 5
17	6.2	(7) 6
17	6.2	(8) 7
51	18.6	(9) more than 8
2	.7	no response

IT IS HELD BY SOME WOMEN THAT THEY ARE TREATED IN A DIFFERENT MANNER THAN MEN IN THE CLASSROOM. DO ANY OF THE FOLLOWING CHARACTERIZE YOUR CLASSROOM EXPERIENCE?

33. Instructors who are openly and blatently anti-women. 33

#	%	
64	23.4	(1) Yes
207	75.5	(2) No
3	1.1	no response

4. Instructors who are subtly anti-women.

#	%	
97	35.4	(1) Yes
172	62.8	(2) No
5	1.8	no response

34

5. Instructors who give women preferential treatment.

#	%	
122	44.5	(1) Yes
149	54.4	(2) No
3	1.1	no response

35

6. Instructors who grade women more harshly than men.

#	%	
48	17.5	(1) Yes
222	81.0	(2) No
4	1.5	no response

36

7. Classes in which the contributions of women are discouraged.

#	%	
38	13.9	(1) Yes
234	85.4	(2) No
2	.7	no response

37

8. Required readings which discriminate against women either explicitely or subtly.

#	%	
30	10.9	(1) Yes
240	87.6	(2) No
4	1.5	no response

38

9. Do you think there are particular educational needs of women that are not being met by programs in your department or school?

#	%	
74	27.0	(1) Yes
190	69.3	(2) No
10	3.6	no response

40

10. If "yes" to number 40, what specific recommendations do you have?

41

_____

_____

_____

_____

_____

_____

GENERAL

1. What is your age?

#	%	
154	56.2	(1) 20 or under
114	41.6	(2) 21-30
4	1.5	(3) 31-40
0	0	(4) 41-50
0	0	(5) 51-60
0	0	(6) 61 or over
2	.7	no response

1

2. Are you?

#	%	
7	2.6	(1) Black
255	93.1	(2) White
2	.7	(3) Spanish Amer.
2	.7	(4) Oriental
0	0	(5) Amer. Indian
0	0	(6) Other (specify)
8	2.9	no response

2

3. If quality child care facilities were made available by the University, would you be likely to use them?

#	%	
56	20.4	(1) Yes
200	73.0	(2) No
18	6.6	no response

3

4. If "yes" to number 3, what time of day would you use these facilities?

#	%	
20	7.3	(1) All day
16	5.8	(2) Morning
9	3.3	(3) Afternoon
4	1.5	(4) Evening
1	.4	(5) Other (specify)
224	81.8	no response

4

5. If "yes" to number 3, for what age children do you need facilities?

#	%	
15	5.5	(1) 2 yrs. or less
16	5.8	(2) 3 - 5 yrs.
3	1.1	(3) 6 - 8 yrs.
0	0	(4) 9 yrs. or more
11	4.0	(5) A combination of 3 or more of these possibilities.
229	83.6	no response

5

DO YOU HAVE INSTRUCTORS OR SUPERVISORS WHOM YOU WOULD CONSIDER:

6. Anti-women in their teaching?

#	%	
42	15.3	(1) Yes
230	83.9	(2) No
2	.7	no response

6

7. Opposed to having women as colleagues?

#	%	
67	24.5	(1) Yes
203	74.1	(2) No
4	1.5	no response

7

8. To feel that women are mentally inferior to men?

#	%	
81	29.6	(1) Yes
191	69.7	(2) No
2	.7	no response

8

9. In favor of having women hired only in subordinate positions?

#	%	
85	31.0	(1) Yes
186	67.9	(2) No
3	1.1	no response

9

10. Insensitive to the differential needs of women?

#	%	
92	33.5	(1) Yes
179	61.7	(2) No
3	4.8	no response

10

11. Opposed to granting women equal status?

#	%	
89	32.5	(1) Yes
179	65.3	(2) No
6	2.2	no response

11

12. Exploitive of women?

#	%	
62	22.6	(1) Yes
208	75.9	(2) No
4	1.5	no response

12

13. Mainly interested in women as sexual objects?

#	%	
92	33.6	(1) Yes
178	65.0	(2) No
4	1.5	no response

13

14. Well meaning, but misinformed about women and their needs?

#	%	
128	46.7	(1) Yes
142	51.8	(2) No
4	1.5	no response

14

15. Do you think that there are things the University can do beyond its present offerings (educational and other) that would enhance the education and status of women?

#	%	
146	53.3	(1) Yes
115	42.0	(2) No
13	4.7	no response

15

5. If "yes" to number 15, what recommendations would you make?

16

17. Are you aware of anything relating to the status of women at Duquesne which you feel represents an inequity or is discriminatory in nature?

#	%	
35	12.8	(1) Yes
209	76.3	(2) No
30	10.9	no response

If "yes" please specify here, or arrange with a member of the Ad Hoc Committee for a confidential interview.

17

AD HOC COMMITTEE

Dr. Francesca Colecchia, Mod. Lang. Dept. Ext. 6406
Mr. William Delahan, Public Information Ext. 6050
Miss Ruth Harberth, Personnel Services Ext. 6575
Dr. Bruce Martin, Pharmacy Ext. 6376
Miss Inez Miles, SMC 1001 Ext. 6986
Mrs. Cindy Rank, Campus Ministry Ext. 6021
Miss Patricia Watt, Student Services Ext. 6657

STATUS OF WOMEN AT DUQUESNE QUESTIONNAIRE

DEANS, DIRECTORS AND DEPARTMENT CHAIRMEN

(Total Responses:119....percentages or replies indicated before the answers to each question)

Date answered _____

Please circle only one answer to each question so that the questionnaire may be tabulated by the computer

1. When recruiting new faculty which of the following do you consider important to the recruitment effort?

#	%	
6	31.6	1. Faculty Members
1	5.3	2. Advertising in Newspapers or Magazines
3	15.8	3. Advertising in Professional Journals
2	10.5	4. Professional outside your area
1	5.3	5. Conferences, symposia, etc.
3	15.8	6. Other (specify)_____
3	15.8	no response

2. When advertisements are placed by your area do they ever specifically request man or woman?

#	%	
3	15.8	1. Yes
15	78.9	2. No
1	5.3	no response

3. Do you have a special recruiting effort for seeking women as full or part-time faculty?

#	%	
2	10.5	1. Yes
13	68.4	2. No
4	21.1	no response

4. With reference to number 3 do you believe that such a procedure is necessary?

#	%	
2	10.5	1. Yes
14	73.7	2. No
3	15.8	no response

5. Do you believe that current channels for faculty recruitment offer women as equal an opportunity for employment as men?

#	%	
10	52.6	1. Yes
1	5.3	2. No
6	31.6	3. Don't know
2	10.5	no response

6. With reference to number 5, why?

_____
_____
_____
_____

1 | 2 | 3 | 4 | 5 | 6

7. In your opinion, are women less likely to be recruited and hired for a faculty position in your area than men?

#	%	
2	10.5	1. Yes
12	63.2	2. No
3	15.8	3. Don't know
2	10.5	no response

8. With reference to number 7, why?

_____
_____
_____
_____
_____
_____

9. Do you feel that the qualifications for hiring are different for women then men faculty in your area?

#	%	
0	0	1. Yes
15	78.9	2. No
2	10.5	3. Don't know
2	10.5	no response

10. If "yes" to number 9, in what way?

_____
_____
_____
_____

11. Do you take into account a woman's marital status and/or number of children when considering her for a faculty position?

#	%	
5	26.3	1. Yes
10	52.6	2. No
4	21.1	no response

12. Do you take into account a man's marital status and/or number of children when considering him for a faculty position?

#	%	
4	21.1	1. Yes
11	57.9	2. No
4	21.1	no response

7 | 8 | 9 | 10 | 11 | 12

13. Do you believe that faculty men in the University are paid more than faculty women of comparable stature?

#	%	
7	36.8	1. Yes
9	47.4	2. No
3	15.8	no response

14. Do you believe men in your area earn more than women for the same amount of work and responsibility?

#	%	
6	31.6	1. Yes
12	63.2	2. No
1	5.3	no response

15. Do women faculty in your area serve on any departmental committees?

#	%	
2	10.5	1. Not applicable
14	73.7	2. Yes
0	0.0	3. No
3	15.8	no response

16. Do women faculty in your area serve on any University committees?

#	%	
2	10.5	1. Not applicable
12	63.2	2. Yes
2	10.5	3. No
3	15.8	no response

17. Are women faculty in your area ever asked to serve on departmental committees?

#	%	
2	10.5	1. Not applicable
14	73.7	2. Yes
0	0.0	3. No
3	15.8	no response

18. Are women faculty in your area ever asked to serve on University committees?

#	%	
2	10.5	1. Not applicable
12	63.2	2. Yes
2	10.5	3. No
3	15.8	no response

19. Do you believe that a woman could become head of your area?

#	%	
15	78.9	1. Yes
3	15.8	2. No
1	5.3	no response

13

14

15

16

17

18

19

20. If "no" to number 19, why? 20

21. In matters pertaining to faculty in your area 21

a) Are women involved in recruitment and hiring of faculty? a)

#	%	
2	10.5	1. Not applicable
13	68.4	2. Yes
1	5.3	3. No
3	15.8	no response

b) Are women asked to submit names of candidates for positions? b)

#	%	
5	26.3	1. Not applicable
10	52.6	2. Yes
1	5.3	3. No
3	15.8	no response

c) Are women consulted on matters of policy decisions? c)

#	%	
1	5.3	1. Not applicable
14	73.7	2. Yes
1	5.3	3. No
3	15.8	no response

d) Do women have equal access to graduate assistants? d)

#	%	
5	26.3	1. Not applicable
10	52.6	2. Yes
1	5.3	3. No
3	15.8	no response

e) Do you feel that women are treated fairly in the distribution of funds for travel to professional meetings, conferences, etc.? e)

#	%	
2	10.5	1. Not applicable
13	68.4	2. Yes
1	5.3	3. No
3	15.8	no response

f) Are women consulted when advisees are assigned to them? f)

#	%	
7	36.8	1. Not applicable
7	36.8	2. Yes
1	5.3	3. No
4	21.1	no response

g) Do you feel women have an equal opportunity to acquire funds controlled by the school or department for research or travel?

#	%	
4	21.1	1. Not applicable
11	57.9	2. Yes
2	10.5	3. No
2	10.5	no response

g)

h) Do you feel women get equal consideration in sabbatical leaves?

#	%	
7	36.8	1. Not applicable
8	42.1	2. Yes
1	5.3	3. No
3	15.8	no response

h)

i) Do your feel womens' salary increases are equal to those of men in your area with similar responsibilities and stature?

#	%	
1	5.3	1. Not applicable
13	68.4	2. Yes
4	21.1	3. No
1	5.3	no response

i)

j) Do you believe that women are hired at a rank and salary commensurate with their training and experience?

#	%	
1	5.3	1. Not applicable
12	63.2	2. Yes
5	26.3	3. No
1	5.3	no response

j)

k) Do you believe women are more likely to be recruited than men for part-time faculty positions?

#	%	
8	42.1	1. Not applicable
1	5.3	2. Yes
8	42.1	3. No
2	10.5	no response

k)

l) Are more women than men hired for part-time positions in your area?

#	%	
8	42.1	1. Not applicable
2	10.5	2. Yes
8	42.1	3. No
1	5.3	no response

l)

m) Do you feel that it takes women longer than men to get tenure?

#	%	
7	36.8	1. Not applicable
1	5.3	2. Yes
8	42.1	3. No
3	15.8	no response

m)

22. Has the nepotism memorandum (PM16) ever prevented you from hiring someone whom you would have liked to have had on your faculty?

#	%	
1	5.3	1. Yes
15	78.9	2. No
3	15.8	no response

22

23. As far as you know, are women undergraduates generally encouraged to do graduate level work by faculty in your area?

#	%	
4	21.1	1. Not applicable
12	63.2	2. Yes
0	0.0	3. No
3	15.8	no response

23

24. Are women graduate students generally encouraged to complete graduate work by faculty in your area?

#	%	
5	26.3	1. Not applicable
11	57.9	2. Yes
0	0.0	3. No
3	15.8	no response

24

25. Do you think it would be desirable to institute courses in your area specifically on or about women?

#	%	
3	15.8	1. Yes
6	31.6	2. No
3	15.8	3. Courses already in progress
7	36.8	no response

25

26. Would you favor the establishment of a women studies program or department?

#	%	
6	31.6	1. Yes
10	52.6	2. No
3	15.8	no response

26

27. In your opinion, do you think there are any discriminatory recruiting policies for students based on sex in any departments of the University?

#	%	
5	26.3	1. Yes
9	47.4	2. No
5	26.3	no response

28. If "yes" to number 27, which departments? Refer to Master Schedule of Courses and enter appropriate code numbers.

_____
_____
_____

29. If there are any policies in your area which you feel work to the disadvantage of women, please describe these policies:

_____
_____
_____

30. Do you feel that present policies of your department for admitting students to graduate school place women at a disadvantage?

#	%	
0	0.0	1. Yes
11	57.9	2. No
8	42.1	no response

31. If "yes" to number 30, what specific recommendations would you make?

_____
_____
_____

32. Do you think there are particular educational needs of women that are no being fulfilled by the present programs in your area?

#	%	
4	21.1	1. Yes
9	47.4	2. No
6	31.6	no response

27 | 28 | 29 | 30 | 31 | 32

33. If yes to number 32, what specific recommendations do you have to correct this situation? 33

_____
_____
_____

34. Do you think there are things that the University can do beyond its present offerings (educational and other) that would enhance the educational status of women? 34

#	%	
7	36.8	1. Yes
7	36.8	2. No
5	26.3	no response

35. If "yes" to number 34, what specific recommendations would you suggest? 35

_____
_____
_____

36. Are you aware of anything, relating to the status of any or all women at Duquesne, which you feel represents an inequity or is discriminatory in nature? 36

#	%	
4	21.1	1. Yes
12	63.2	2. No
3	15.8	no response

If "yes" please specify here, or arrange with a member of the Ad Hoc Committee for a confidential interview.

_____
_____
_____
_____
_____
_____
_____

AD HOC COMMITTEE

Dr. Francesca Colecchia, Modern Language Dept, Ext. 6406
Mr. William Delahan, Public Information, Ext. 6050
Miss Ruth Harberth, Office of Personnel Services, Ext. 6575
Dr. Bruce Martin, School of Pharmacy, Ext. 6356
Miss Inez Miles, SMC 1001, Ext. 6986
Mrs. Cindy Rank, Campus Ministry, Ext. 6021
Miss Patricia Watt, Student Services, Ext. 6657

STATUS OF WOMEN AT DUQUESNE QUESTIONNAIRE

WOMEN STAFF EMPLOYEES

(TOTAL ABSENCES: 144 .... percentages or replies indicated before the answers to each question)

Date answered _____

Please circle only one answer to each question so that the questionnaire results may be tabulated by the computer.

1. Is your status

#	%	
7	4.9	1. Professional
33	22.9	2. Administrative
53	36.8	3. Secretarial
37	25.7	4. Clerical
5	3.5	5. Technical
7	4.9	6. Service
1	.7	7. Other (specify)
1	.7	no response

2. How long have you been employed at the University?

#	%	
32	22.2	1. Less than 1 year
75	52.1	2. 2 to 5 years
28	19.4	3. 6 to 10 years
5	3.5	4. 11 to 15 years
2	1.4	5. 16 to 20 years
2	1.4	6. Over 21 years

3. What is the highest college degree you have earned?

#	%	
102	70.8	1. None
20	13.9	2. Bachelor's
10	6.9	3. Master's
2	1.4	4. Doctorate
9	6.3	5. Other (specify)
1	.7	no response

4. Are you aware of the staff tuition benefits?

#	%	
130	90.3	1. Yes
13	9.0	2. No.
1	.7	no response

5. Have you taken any courses since you have been employed at the University?

#	%	
66	45.8	1. Yes
78	54.2	2. No

6. Are you presently taking courses?

#	%	
33	22.9	1. Yes
110	76.4	2. No
1	.7	no response

7. If "yes" to number 6, how many credits are you taking?

_____

8. Is the University policy relating to tuition benefits

#	%	
106	73.6	1. Clear to you
29	20.1	2. Not clear
8	5.6	3. Not known
1	.7	no response

9. Are you encouraged by your supervisor to take courses?

#	%	
47	32.6	1. Yes
87	60.4	2. No
10	6.9	no response

10. What recommendations would you make for improving staff tuition benefits?

_____
_____
_____
_____
_____
_____
_____
_____

11. What is your age?

#	%	
16	11.1	1. 20 or under
69	47.9	2. 21 to 30
13	9.0	3. 31 to 40
25	17.4	4. 41 to 50
17	11.8	5. 51 to 60
4	2.8	6. 61 or over

12. Are you

#	%	
10	6.9	1. Black
129	89.6	2. White
1	.7	3. Oriental
0	0	4. Spanish Amer.
0	0	5. Amer. Indian
0	0	6. Other (specify)
4	2.8	no response

13. If quality child care facilities were made available by the University, would you be likely to use them?

#	%	
28	19.4	1. Yes
108	85.0	2. No
8	5.6	no response

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	

4. If "yes" to number 13 what part of the day would you use such facilities?

#	%	
21	14.6	1. All day
2	1.4	2. Morning
0	0	3. Afternoon
121	84.0	no response

14

15. If "yes" to number 13 for what age children would you require facilities?

#	%	
9	6.3	1. 2 years or less
7	4.9	2. 3 to 5 years
0	0	3. 6 to 8 years
1	.7	4. 9 years or more
7	4.9	5. A combination of three or more of these possibilities
120	83.3	no response

15

16. Do you have colleagues, supervisors or instructor whom you would consider:

a) Insensitive to the differential needs of women?

#	%	
53	36.8	1. Yes
80	55.6	2. No
11	7.6	no response

b) Opposed to granting women equal status?

#	%	
47	32.6	1. Yes
88	61.1	2. No
9	6.3	no response

c) In favor of having women work only in subordinate positions?

#	%	
49	34.0	1. Yes
85	59.0	2. No
10	6.9	no response

d) Opposed to having women as colleagues?

#	%	
31	21.5	1. Yes
99	68.8	2. No
14	9.7	no response

e) Anti-women in their teaching?

#	%	
16	11.1	1. Yes
109	75.7	2. No
19	13.2	no response

f) Feel women are mentally inferior to men?

#	%	
43	29.9	1. Yes
90	62.5	2. No
11	7.6	no response

g) Exploitive of women?

#	%	
36	25.0	1. Yes
93	64.6	2. No
15	10.4	no response

h) Mainly interested in women as sexual objects?

#	%	
20	13.9	1. Yes
105	72.9	2. No
19	13.2	no response

i) Well meaning but misinformed about women and their needs?

#	%	
52	36.1	1. Yes
79	54.9	2. No
13	9.0	no response

17. Do you think there are things the University can do beyond its present benefits (educational and other) that would enhance the status of its women employees?

#	%	
76	52.8	1. Yes
49	34.0	2. No
19	13.2	no response

17

18. If "yes" to number 17 what recommendations would you make?

18

19. Are you aware if anything relating to the status of any or all women at Duquesne, which you feel represents an inequity or is discriminatory in nature?

#	%	
34	23.6	1. Yes
86	59.7	2. No
24	16.7	no response

19

If "yes" please specify here, or arrange with a member of the Ad Hoc Committee for a confidential interview.

AD HOC COMMITTEE

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APPENDIX B

FACULTY SALARY/RANK

COLLEGE OF ARTS & SCIENCES

Faculty - Full Time (Including Chairmen & Clergy)

	Salary Range	Number Employed Male	Number Employed Female	Average Salary Male	Average Salary Female
Professor & Chairman	$8,925 - $22,365	12		$20,267	
Professor	$8,500 - $21,300	31	2	$16,814	$15,800
Assoc. Professor & Chairman	$7,875 - $17,640	1			
Associate Professor	$7,500 - $16,800	27	6	$12,515	$11,658
Asst. Professor & Chairman	$6,825 - $14,070	2		$10,763	
Assistant Professor	$6,500 - $13,400	36	16	$10,443	$9,425
Instructor	$5,500 - $10,200	11	7	$7,810	$7,429

Faculty - Full Time (Not Including Chairmen - Not Including Clergy)

	Salary Range	Number Employed Male	Number Employed Female	Average Salary Male	Average Salary Female
Professor	$8,500 - $21,300	29	2	$16,798	$15,800
Associate Professor	$7,500 - $16,800	24	6	$12,629	$11,658
Assistant Professor	$6,500 - $13,400	33	16	$10,491	$9,425
Instructor	$5,500 - $10,200	11	7	$7,810	$7,429

Faculty - Full Time (Including Chairmen - Not Including Clergy)

	Salary Range	Number Employed Male	Female	Average Salary Male	Female
Professor & Chairman	$8,925 - $22,365	11		$20,353	
Professor	$8,500 - $21,300	29	2	$16,798	$15,800
Assoc. Professor & Chairman	$7,875 - $17,640				
Associate Professor	$7,500 - $16,800	24	6	$12,629	$11,658
Asst. Professor & Chairman	$6,825 - $14,070				
Assistant Professor	$6,500 - $13,400	33	16	$10,491	$9,425
Instructor	$5,500 - $10,200	11	7	$7,810	$7,429

Faculty - Full Time (Not Including Chairmen - Including Clergy)

	Salary Range	Number Employed Male	Female	Average Salary Male	Female
Professor	$8,500 - $21,300	31	2	$16,814	$15,800
Associate Professor	$7,500 - $16,800	27	6	$12,515	$11,658
Assistant Professor	$6,500 - $13,400	36	16	$10,443	$9,425
Instructor	$5,500 - $10,200	11	7	$7,810	$7,429

Department Chairmen (Including Clergy)

	Salary Range	Number Employed Male	Number Employed Female	Average Salary Male	Average Salary Female
Professor & Chairman	$8,925 - $22,365	12		$20,267	
Assoc. Professor & Chairman	$7,875 - $17,640	1			
Asst. Professor & Chairman	$6,825 - $14,070	2		$10,763	

Department Chairmen (Not Including Clergy)

	Salary Range	Number Employed Male	Number Employed Female	Average Salary Male	Average Salary Female
Professor & Chairman	$8,925 - $22,365	11		$20,353	
Assoc. Professor & Chairman	$7,875 - $17,640				
Asst. Professor & Chairman	$6,825 - $14,070				

SCHOOL OF EDUCATION

Faculty - Full Time (Including Clergy)

	Salary Range	Number Employed Male	Number Employed Female	Average Salary Male	Average Salary Female
Professor	$8,500 - $21,300	3		$13,523	
Associate Professor	$7,500 - $16,800	3		$15,767	
Assistant Professor	$6,500 - $13,400	12	3	$12,588	$10,417
Instructor	$5,500 - $10,200	1	1	$11,200	

Faculty - Full Time (Not Including Clergy)

	Salary Range	Number Employed Male	Number Employed Female	Average Salary Male	Average Salary Female
Professor	$8,500 - $21,300	3		$13,523	
Associate Professor	$7,500 - $16,800	3		$15,767	
Assistant Professor	$6,500 - $13,400	11	3	$12,477	$10,417
Instructor	$5,500 - $10,200	1	1	$11,200	

SCHOOL OF MUSIC

Faculty - Full Time

	Salary Range	Number Employed Male	Number Employed Female	Average Salary Male	Average Salary Female
Professor	$8,500 - $21,300	5	1	$15,040	
Associate Professor	$7,500 - $16,800	8	1	$12,125	
Assistant Professor	$6,500 - $13,400	4	2	$9,863	$10,500
Instructor	$5,500 - $10,200	1		$8,000	

SCHOOL OF PHARMACY

Faculty - Full Time (Including Chairmen)

	Salary Range	Number Employed Male	Number Employed Female	Average Salary Male	Average Salary Female
Professor & Chairman	$8,925 - $22,365				
Professor	$8,500 - $21,300	6		$15,950	
Assoc. Professor & Chairman	$7,875 - $17,640	1			
Associate Professor	$7,500 - $16,800	3		$12,583	
Asst. Professor & Chairman	$6,825 - $14,070				
Assistant Professor	$6,500 - $13,400	1	1		
Instructor	$5,500 - $10,200	1			

Faculty - Full Time (Not Including Chairmen)

	Salary Range	Number Employed Male	Number Employed Female	Average Salary Male	Average Salary Female
Professor	$8,500 - $21,300	6		$15,950	
Associate Professor	$7,500 - $16,800	3		$12,583	
Assistant Professor	$6,500 - $13,400	1	1		
Instructor	$5,500 - $10,200	1		$6,100	

SCHOOL OF NURSING

Faculty - Full Time

	Salary Range	Number Employed Male	Number Employed Female	Average Salary Male	Average Salary Female
Professor	$8,500 - $21,300		3		$15,033
Associate Professor	$7,500 - $16,800		3		$11,450
Assistant Professor	$6,500 - $13,400		12		$10,733
Instructor	$5,500 - $10,200		13		$8,381

SCHOOL OF BUSINESS

Faculty - Full Time

	Salary Range	Number Employed Male	Number Employed Female	Average Salary Male	Average Salary Female
Professor	$8,500 - $21,300	5		$18,916	
Associate Professor	$7,500 - $16,800	20	1	$17,216	
Assistant Professor	$6,500 - $13,400	11		$13,585	
Instructor	$5,500 - $10,200				

SCHOOL OF LAW

Faculty - Full Time

	Salary Range	Number Employed Male	Number Employed Female	Average Salary Male	Average Salary Female
Professor	$8,500 - $21,300	6	1	$19,392	
Associate Professor	$7,500 - $16,800	2		$17,800	
Assistant Professor	$6,500 - $13,400	3		$15,933	
Instructor	$5,500 - $10,200				

AFRICAN INSTITUTE

Faculty - Full Time (Including Clergy)

	Salary Range	Number Employed Male	Number Employed Female	Average Salary Male	Average Salary Female
Professor	$8,500 - $21,300	1			
Associate Professor	$7,500 - $16,800	2		$14,975	
Assistant Professor	$6,500 - $13,400	2		$11,400	
Instructor	$5,500 - $10,200	1			

Faculty - Full Time (Not Including Clergy)

	Salary Range	Number Employed Male	Number Employed Female	Average Salary Male	Average Salary Female
Professor	$8,500 - $21,300	1			
Associate Professor	$7,500 - $16,800	2		$14,975	
Assistant Professor	$6,500 - $13,400	1			
Instructor	$5,500 - $10,200	1			

UNIVERSITY LIBRARY

Faculty - Full Time

	Salary Range	Number Employed Male	Number Employed Female	Average Salary Male	Average Salary Female
Professor	$8,500 - $21,300				
Associate Professor	$7,500 - $16,800	1	2		$11,250
Assistant Professor	$6,500 - $13,400	1	5		$9,170
Instructor	$5,500 - $10,200	1	2		$6,000

Faculty - Part Time

	Number Employed		Average Salary	
	Male	Female	Male	Female
School of Arts & Sciences	32	12	$1,362	$1,350
School of Education	12	8	$1,863	$2,013
School of Music	20	12	$1,406	$1,434
Tamburitzan Institute	5		$2,460	
School of Nursing		4		$1,775
School of Pharmacy	7	2	$2,913	$1,250
School of Business	3		$1,083	
School of Law	11	1	$1,464	
Institute of Man	1	1	$1,800	$3,400
Inter-Collegiate Athletics - ROTC	2		$575	